

Subject: ELA

Grade: 6

Unit: 2 “Folklore: A Blast from the Past”

Duration: 6 weeks

Essential Question(s):

How is folklore simultaneously revealing and limiting?

Vocabulary:

Culture	Etymology	Folklore	Myth	Folktale
Legend	Figurative	Connotative	Paraphrase	Affixes
Plot	Pourquoi tale	Oral tradition		

Strands	Standards	Student Learning Targets “I Can” Statements	Teacher Instructional Focus	Assessment
<p>Reading Literary Text</p>	<p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>I can:</p> <p>Describe how a plot unfolds in a series of episodes.</p> <p>Explain how character(s) respond or change over the course of the story or drama.</p>	<p>Examine the elements of stories.</p> <p>Demonstrate using a graphic organizer to create a story map or to map the plot development.</p> <p>Demonstrate the use of a graphic organizer to identify character types and traits.</p> <p>Explain scenes to clarify character actions or development.</p> <p>Other Selections</p> <p>Literary Texts and Stories:</p> <p><i>Favorite Folktales from Around the World (Jane Yolen)</i></p> <p><i>The Firebird and Other Russian Fairy Tales (Arthur Ransome)</i></p> <p><i>Just So Stories (Rudyard Kipling)</i></p> <p><i>Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale (Robert D. San Souci, Brian Pinkney, and Jane Yolen)</i></p> <p><i>American Tall Tales (Mary Pope Osborne and Michael McCurdy)</i></p> <p><i>Talking Eggs (Robert San Souci)</i></p>	<p>Study Island</p> <p>Class Discussion (RL.6.9) What are the similarities and difference you notice among myths, legends, tall tales, and pourquoi tales? After class discussion, create a venn diagram that outlines the similarities and differences among three types of folklore.</p> <p>Mythology Short Story Discussion Groups (RL. 6.1, 6.2, and 6.3) Be prepared to compare and contrast two or more characters, settings, themes, challenges, or events across stories, drawing on specific information from the stories read.</p> <p>Graphic Organizer (RL.6.1, 6.2, and 6.3)</p> <p>Keep track of the information from different myths and legends in a graphic organizer: title, characters, country of origin, problem, setting, hero, ending, and characteristics unique to this country’s folklore.</p> <p>Literary Response (RL.6.3)</p> <p>Outline how the plot of a myth, legend, tall tale, or pourquoi tale unfolds in a series of episodes by creating a comic strip of key events. Include the characters and how they respond or change as the plot moves toward resolution. Note page numbers in text in order to go</p>

				back and cite.
Reading Informational Text	RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can: Determine the meaning of figurative, connotative, and technical words and phrases as they are used in a text.	<p>Identify and analyze figurative language.</p> <p>Identify and determine the meaning of connotative words and phrases as they are used in a text.</p> <p>Examine technical words and phrases in a text.</p> <p>Other Selections Informational Text: <i>The Usborne Internet-Linked Encyclopedia of World History</i> (Jane Bingham)</p> <p><i>The Hero Schliemann: The Dreamer Who Dug for Troy</i> (Laura Amy Schlitz and Robert Byrd)</p> <p><i>Romans: Internet Linked (Illustrated World History)</i> (Anthony Marks)</p> <p><i>First Facts about the Vikings</i> (Jacqueline Morley)</p>	<p>Study Island</p> <p>Informational Text Response (RI.6.2 and RI.6.4) Read folklore from a particular county. Choose informational text about the country/culture of origin to read. Be able to write about what informational text tells you about a country/culture that folklore does not.</p>

<p>Writing</p>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive discussions by listening and sharing details, and sensory language to convey experiences and events.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.7: -Conduct short research projects to</p>	<p>I can:</p> <p>Write a narrative to develop real or imaginative experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>Write an introduction that introduces a narrator and/or character, engages the reader, and establishes a context.</p> <p>Organize a sequence of events that unfolds naturally and logically.</p> <p>Use techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Write a conclusion that follows from the narrated experiences or events.</p> <p>Determine sources to answer a research question.</p>	<p>Model and explain elements of a narrative structure: setting, point of view, narrator, characters, sequence of events, pacing, and description to develop experiences, events and/or characters.</p> <p>Analyze how a particular sentence or stanza fits into the overall structure of a text.</p> <p>Demonstrate that writing can be developed and strengthened by planning, revising, editing, rewriting, and trying a new approach with some guidance and support from peers and adults.</p> <p>Show how to write a conclusion that follows from the narrated experiences or events.</p> <p>Explain the research steps and inquiry method to conduct a</p>	<p>Narrative Writing (W.6.3a,b,c,d,e, 6.4,and 6.5) Write your own myth or legend. Myths and legends were written to explain natural phenomena. Follow the typical pattern...explanation of the setting, problem, failure to solve the problem, main character comes along, the plan, solution is found, and conclusion.</p> <p>Pourquoi Story (W.6.3a,b,c,d,e, 6.4,and 6.5) Write your pourquoi tale. Pourquoi stories are tales that explain why or how something is in the world. Follow the typical pattern...explanation, main character, other characters, where and when do they live, problem, and how do we see this thing today.</p> <p>Research Report/Reflective Essay/Multimedia Presentation (W.6.4, 6.7, W.6.9 a, b) Conduct research on a country from which you read folklore. Write an essay response to the essential question, "How is folklore simultaneously revealing and limiting?" Add examples of this in a multimedia format.</p> <p>Research Report Gods and Goddesses (W.6.4, 6.7, W.6.9 a, b) Conduct research on gods and goddesses from multiple sources to create notes. Notes will be used to summarize the</p>
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	answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>Narrow/focus the inquiry by selecting information from multiple sources which will support or justify the answer.</p> <p>Conduct steps for research to answer a question.</p> <p>Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources.</p>	<p>research project.</p> <p>Demonstrate using multiple resources to conduct a short research project.</p> <p>Pair student groups to conduct short research projects with student-generated questions about a topic of interest.</p> <p>Explain the reliability and creditability of sources.</p>	information. In small groups, students will create and present a movie poster on their chosen god or goddess.
Speaking & Listening	<p>S.L.6.1 :Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>I can:</p> <p>Communicate and respond to ideas about a variety of topics during discussions.</p> <p>Pose specific questions to clarify understanding and probe ideas presented.</p> <p>Respond to questions with detail, using evidence from the topic or text.</p> <p>Connect comments to the remarks of others.</p> <p>Express ideas clearly referencing evidence from the topic or text.</p>	<p>Assist students in engaging in a variety of discussions by listening and sharing acquired and prior knowledge of grade 6 topics and texts.</p> <p>Demonstrate how to paraphrase and reflect on multiple perspectives posed in discussions.</p> <p>Show students how to connect comments to the remarks of others.</p> <p>Teach students how to respond to questions with detail, using evidence from the topic or text.</p>	<p>Dramatization/Fluency (SL.6.6)</p> <p>Choose a scene from one of the myths or legends that you think are the most revealing about culture. Present this scene as a dramatic reading.</p>
Language	L.6.4: Determine or clarify	I can:	Identify common context clues	Narrative Writing (L.6.1 and

	<p>the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p>Use a variety of strategies to determine what a word or phrase means.</p> <p>Determine the meaning of an unknown word or multiple meaning word by: Using context as a clue to the overall meaning of a word or phrase. Using Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>using the overall meaning of a sentence or paragraph, a word's position in a sentence, or a word's function in a sentence.</p> <p>Establish or clarify the meaning of an unknown word or multiple meaning words by using a context as a clue to the overall meaning of a word or phrase.</p> <p>Teach the Greek or Latin affixes and roots as clues to the words.</p> <p>Model how to recognize and use pronunciation symbols.</p>	<p>6.2a,b) Write your own myth or legend. Myths and legends were written to explain natural phenomena. Follow the typical pattern...explanation of the setting, problem, failure to solve the problem, main character comes along, the plan, solution is found, and conclusion.</p> <p>Word Study Continue etymology studies, sorting words by prefix, suffix, root words, meaning, country of origin, spelling features. Focus on words studied while reading various myths, legends, tall tales, or pourquoi tales.</p>
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