



**Marietta City Schools**  
**District Unit Planner 2023-2024**

*Language Arts 6*

<b>Unit title</b>	<i>Understanding Perspectives: Land of the Lost Mountain</i>	<b>MYP year</b>	1	<b>Unit duration (hrs)</b>	<i>40 hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Reading Literary:**

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.6.1)  
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3)  
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.6.4)  
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.6.4)  
I can compare and contrast the structure of multiple texts. (RL.6.5)  
I can analyze how different structures impact the meaning and style of a text. (RL.6.5)  
I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.6.7)  
I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.6.9)  
I can read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10).

**Reading Informational:**

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.6.1)  
I can determine a theme or the central ideas of an informational text.  
I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.6.2)  
I can objectively summarize informational text. (RI.6.2)  
I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.6.3)  
I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.6.4)  
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.6.4)  
I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)  
I can determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6)

I can compare and contrast one author’s presentation of events with that of another. (RI.6.9)

**Speaking and Listening**

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.6.1)

I can express my own ideas clearly during discussions. (SL.6.1)

I can build on others’ ideas during discussions. (SL.6.1)

**Language:**

I can use correct grammar and usage when writing or speaking. (L.6.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

I can accurately use academic vocabulary to express my ideas. (L.6.6)

I can use resources to build my vocabulary. (L.6.6)

Key concept	Related concept(s)	Global context
<b>Culture</b>  Encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.	<b>Theme</b>  The central idea or ideas the creator explores through a text.	<b>Orientation in Space and Time</b>  The relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
<b>Statement of inquiry</b>		
Understanding diverse points of view helps us to live in an increasingly diverse society; these perspectives orient people in space and time providing varied experiences based on culture, background, and purpose.		
<b>Inquiry questions</b>		
<b>Factual:</b> What is the purpose of a newspaper article?  <b>Conceptual:</b> How does an author’s purpose affect the narrator’s point of view?		

How does an author develop the narrator’s point of view and perspective?

**Debatable:**

How does an author’s culture affect his perspective, and how is that perspective communicated through his writing?

MYP Objectives	Assessment Tasks	
What specific MYP <b>objectives</b> will be addressed during this unit?	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p><b>MYP Criterion A: Analyzing</b></p> <ul style="list-style-type: none"> <li>i. identify &amp; explain the content, context, language, structure, technique and style of text(s) &amp; the relationships among texts</li> <li>ii. identify and explain the effects of the creator’s choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. interpret similarities and differences in features within and between genres and texts.</li> </ul> <p><b>MYP Criterion B: Organizing</b></p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul> <p><b>MYP Criterion C: Producing Text</b></p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring</li> </ul>	<p>In this module, students are involved in a study of how an author develops point of view and how an author’s perspective, based on his or her culture, is evident in his or her writing. Students will read Lawrence Yep’s <i>Dragonwings</i> (870L), a high-interest novel about an eight-year-old boy from China who joins his father in San Francisco in the early 1900s. As they read the novel, students also will read excerpts of Lawrence Yep’s biography <i>The Lost Garden</i> in order to determine how his culture and his experiences shaped his perspective and how his perspective is evident in his novel <i>Dragonwings</i>. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of Unit 1, having read half of the novel, students will write a short, on-demand response explaining how being brought up in a Chinese family in San Francisco affected Lawrence Yep’s perspective of Chinese immigrants living in San Francisco, supported by details from <i>Dragonwings</i> that show evidence of his perspective. In Unit 2, students analyze how point of view and perspective is conveyed in excerpts of “Comprehending the Calamity,” a primary source account written by Emma Burke about her experiences of the 1906 San Francisco earthquake and fires. In a literary analysis at the end of Unit 2, students compare the point of view of Emma Burke of the immediate aftermath of the earthquake to the point of view of Moon Shadow in <i>Dragonwings</i>. Students finish the module by researching to gather factual information and eyewitness accounts about the 1906 San Francisco earthquake and fire in order to write their own newspaper articles containing multiple perspectives about how the earthquake and fires affected the people of San Francisco.</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p><b>Mid Unit 1 - Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i></b></p> <p>Standards Addressed: RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c</p> <p>MYP Criteria: A, C</p> <p>Mid Unit 2 - Short Response: Analyzing the Point of View: Relief Camps</p> <p>Standards Addressed: RI.6.3, RI.6.6 and RI.6.4</p> <p>MYP Criteria: A, D</p> <p><b>Mid Unit 3 - Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco and Part 2: Explaining How New information Connects to the Topic</b></p> <p>Standards Addressed: RL.6.11, W.6.7, and SL.6.2</p> <p>MYP Criteria: A</p> <p><b><u>Summative Assessment(s):</u></b></p>

<p>and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p> <p><b>Criterion D: Using language</b></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>		<p><b>End of Unit 1 - Evidence of Author's Perspective in <i>Dragonwings</i></b></p> <p><i>Standards Addressed: RL.6.4 and RL.6.6a</i></p> <p><i>MYP Criteria: A</i></p> <p><b>End of Unit 2 - Literary Analysis: How do the author's purposes affect the narrator's points of view of the immediate aftermath of the earthquake?</b></p> <p>Standards Addressed: W.6.2a, b, c, d, e, f, W.6.9, W.6.9a, L.6.2, L.6.2a, and L.6.2b</p> <p>MYP Criteria: A, B, C, D</p> <p><b>End of Unit 3 - Performance Task: West Coast Wonders</b></p> <p>Standards Addressed: RI.6.7, W.6.2a–f, W.6.4a, and W.6.9</p> <p>MYP Criteria: B, C, D</p>
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**Approaches to learning (ATL)**

Skill Category: Thinking

Skill Cluster: Critical Thinking Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) they must make connections between various sources of information.

**Learning Experiences**

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation  All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
<b>CLE 1: Background</b>	<p>M3, U1, L6 - Introducing <i>The Lost Garden</i> and Finding Evidence of Laurence Yep’s Perspective on What It’s Like to Fit into Another Culture on Pages 66–67 of <i>Dragonwings</i></p> <p>M3, U1, L9 - Inferring Laurence Yep’s Perspective of Being Chinese from the “Being Chinese” Excerpt of <i>The Lost Garden</i></p>	<p>Gathering Evidence of Yep’s Perspective graphic organizer: Opening Excerpt</p> <p>Gathering Evidence of Yep’s Perspective: “Being Chinese” graphic organizer</p>
<b>CLE 2: Core Text Activities</b>	<p>M1, U1, L1 - Learning from the Narrator’s Point of View: Introducing <i>Dragonwings</i></p> <p>M3, U1, L2-4 - Analyzing Point of View and Figurative Language: Chapters 1- 3</p>	<p>Create interactive stations to introduce POV and review figurative language.</p> <p>Provide students with a graphic organizer and pre-annotated excerpts from the text.</p>
<b>CLE 3: Assessment Preparation</b>	<p>M3, U1, L2-4 - Analyzing Point of View and Figurative Language: Chapters 1- 3</p> <p>M3, U1, L9 - Inferring Laurence Yep’s Perspective of Being Chinese from the “Being Chinese” Excerpt of <i>The Lost Garden</i></p> <p>M3, U2, L1 - Launching the Performance Task: The 1906 San Francisco Earthquake and Fire</p> <p>M3, U3, L2-3 - Researching: Eyewitness Accounts</p>	<p>Students will have access to structured notes from Chapters 1-3.</p> <p>Gathering Evidence of Yep’s Perspective: “Being Chinese” graphic organizer</p> <p>KWL anchor chart</p> <p>Researching Eyewitness Accounts graphic organizer</p> <p>Annotated newspaper articles</p>

	<p>M3, U3, L7 - Analyzing the Features of a Newspaper Article</p> <p>M3, U3, L9 - Organizing Research: <a href="#">The Inverted Pyramid</a></p>	<p>Provide students with a curated bank of articles RE: Natural Disasters</p> <p>Information organized according to the inverted pyramid structure on the Newspaper Article Planning graphic organizer</p>
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**Resources**

**Anchor Text (s)**

1. Laurence Yep, *Dragonwings* (New York: HarperCollins Publishers Inc., 1975), ISBN: 978-0-064-40085.

**Supplemental/Ancillary Text (s)**

2. Laurence Yep, *The Lost Garden* (New York: Young Readers Simon and Schuster Children’s Publishing Division, 1991), ISBN: 978-0-688-13701-4.
3. “Comprehending the Calamity,” in *Overlook Magazine*, June 1906 (excerpts).

[The Writing Revolution \(Templates\)](#)

Curriculum Note: Small group ELA creates specifically designed instruction and may modify the text and units to meet students’ needs.

