



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Language and Literature 6 Advanced Studies

Unit title	Unit 2: Culture Study	MYP year	1	Unit duration (hrs)	8 weeks/40 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE 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)

Writing:

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)
I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4a)
With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)
I can conduct short research projects to answer a question (including a self-generated question). (W.6.7)
I can use several sources in my research. (W.6.7)
I can generate additional research questions for further exploration. (W.6.7)
I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.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
Connections Students will explore links, bonds and relationships among people, places, or ideas.	Point of view The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.	Fairness and Development Students will explore rights and responsibilities; the relationship between communities
Statement of inquiry		
Through understanding one’s cultural perspective; people can work together to resolve conflict.		
Inquiry questions		
<p>Factual: What were the causes and impacts of forced isolation within a specific culture?</p> <p>Conceptual: How does a culture study develop our reading skills and build critical thinking?</p> <p>Debatable: Does this culture study help us develop a stronger sense of open-mindedness, principles, and empathy?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
MYP Criterion A: Analyzing i. identify & explain the content, context, language, structure, technique and style of text(s) & the relationships among texts ii. identify and explain the effects of the creator’s choices on an audience	In this unit, students will explore a specific culture and make connections amongst the cultural experiences in each text. Through building extensive background knowledge, students will be able to understand cultural perspectives that are outlined in each text and explore how conflict can be resolved. They will also conduct research that connects the texts’ history to the present.	<u>Formative Assessment(s):</u> Book Review Students will complete a book review on one of the novels from the culture study. The book review will also need to contain a short fictional interview with one of the characters and explore how the character’s culture is woven throughout the story. MYP Criteria:

<p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p> <p>MYP Criterion B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>MYP Criterion C: Producing Text</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring 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>Criterion D: Using language</p>		<p>A-Analyzing B-Organizing D-Using Language</p> <p>Mid-Unit 1 Assessment - reading assessment (RI.8.10). Students read chapter 5 in <i>Farewell to Manzanar</i>, “Almost a Family” (pages 31–41), and answer selected response and short constructed response questions about vocabulary (RI.6.1, RI.6.4, W.6.10, L.6.4a, L.6.4b, L.6.5a, L.6.5c) and how connections and distinctions are made between individuals, ideas, and events (RI.8.1, RI.8.3).</p> <p>Mid-Unit 2 Assessment - reading assessment (RI.8.10). Students read the part 3 epigraph and a portion of chapter 22 in <i>Farewell to Manzanar</i>, “Ten Thousand Voices” (pages 165–172), and answer selected and short constructed response questions about how connections and distinctions are made between individuals, ideas, or events and the significance of those connections (RI.6.1, RI.6.3, W.6.10) as well as how point of view is conveyed (RI.6.1, RI.6.4, RI.6.6, W.6.10, L.6.5a).</p> <p>Mid-Unit 3 Assessment - speaking and listening assessment. Students synthesize and reflect on their learning during the module by engaging in a QuickWrite and participating in a collaborative discussion centered on the following questions: What overarching lessons can be learned from Japanese American internment? How have these lessons been embodied in the redress movement? The focus of this assessment is on posing and responding to questions from others during collaborative discussion as well on qualifying</p>
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<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>or revising views in light of others' discussion contributions (SL.6.1c, SL.6.1d)</p> <p>Summative Assessment(s):</p> <p>Informational Writing: Part A: From the texts you have read, what is a special characteristic or source of strength for one of the characters or authors? How does this characteristic or strength help them succeed in any moment of their "journey" or life? Describe the techniques the author uses to express perspectives and purpose. Part B: Select one word that brings you strength and will be your power word for the year. Apply the elements of reasoning to justify your selection. Create a poster with your word for display.</p> <p><u>MYP Criteria:</u> A-Analyzing B-Organizing D-Using Language</p> <p>End of Unit 1 Assessment - speaking and listening assessment. Students synthesize their learning about part 1 of <i>Farewell to Manzanar</i> by engaging in a QuickWrite and an academic discussion centered on the first module guiding question: what were the causes and impacts of Japanese American internment camps? The focus of this assessment is on using evidence and following norms during collaborative discussion (SL.6.1a, SL.6.1b).</p> <p>End of Unit 2 Assessment - writing assessment. Students write a literary argument essay (W.6.1, W.6.4, W.6.5, W.6.6, W.6.9b, W.6.10, L.6.2c, L.6.6) in which they evaluate the effectiveness of the film <i>Farewell to Manzanar</i> in conveying</p>
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		<p>a significant idea from the text (RL.6.1, RL.6.7, RI.6.1). Students use points, evidence, and reasoning to defend their stance as well as address a counterclaim. This assessment also provides an opportunity for optional assessment of L.6.1 and L.6.3.</p> <p>End of Unit 3 Assessment - speaking and listening assessment. Student triads present their visual display and the information about the organization they gathered from their research. Each member of the triad will participate in presenting information about the focus questions: (1) What is the organization, and what kind of work does it do? (2) How does the organization's work connect to lessons from internment? (3) How can people get involved with this organization, and how can they carry out similar work in their own lives for their own communities? The assessment focuses on the use of the visual display to enhance the presentation (SL.6.5) and the use of formal language while presenting (SL.6.6, L.6.6)</p>
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Approaches to learning (ATL)

Reflection:
Self-Assessment of Learning

Communication:
Read closely, critically to make inferences and draw conclusions
Write for different purposes
Engage in collaborative conversations

Learning Experiences		
Add additional rows below 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.
CLE 1: William and Mary Models	<ul style="list-style-type: none"> ● Literature Web Model ● Vocabulary Web Model ● Taba Model of Concept Development - Change Model ● The Reasoning Model ● The Writing Process Model <p>Teacher's may choose any text aligned with the global context to model and introduce the 5 teaching models. Students will be able to complete and apply the 5 models to future texts.</p>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>
CLE 2: Core Text Activities	<ul style="list-style-type: none"> ● Author Study ● Mini Reading Checks ● Text Structure ● Map Study 	<p>Organize students in leveled groups or partners too complete specific tasks</p> <p>Provide students with a color-coded system for annotations and text structure analysis</p>
CLE 3: Literature Circles	<p>Literary Analysis of <i>A Million Shades of Gray</i> and <i>Journey to Topaz</i> - Students will analyze and interpret the novels using the literature webs. Students will review the concept of change and the related generalizations, discuss the novel's character, complete a literature web, and discuss questions about the novel. Compare the student's small group novel and <i>Farewell to Manzanar</i> through the concept of change.</p>	<p>Literature Roles</p> <p>Sentence/Question Stems</p>

Content Resources

Anchor Text:

1. *Farewell To Manzanar* (1040L)

Small Group:

2. *A Million Shades of Gray* (700L)
3. *Journey To Topaz Girl* (970L)

Supplementary Texts/Articles:

[Newsela Text Set](#)

4. "Abe to become first Japanese leader to visit U.S. naval base at Pearl Harbor"
5. "Early History and Culture of Japan"
6. "Primary Sources: Presidential apologies for Japanese internment in World War II"
7. "A photographer's photos show WWII life of Japanese in America"
8. "A pilgrimage to recall Japanese-American internment turns 50"
9. "Many religions and beliefs shape Japanese purpose in life"
10. "Graphic novel shows Japanese American WWII activists like you've never seen"
11. "George Takei on his childhood in internment camps — and his faith in the future"
12. "Life in an internment camp drove Yuri Kochiyama's commitment to social justice"
13. "Preserved by students, WWII internment camp in Colorado becomes national park"

Media Text(s):

14. *Farewell to Manzanar* (1976)