

Project-Based Learning Planning Template

6th Grade
Language Arts

Project Title: Living History Wax Museum
6th Grade Social Studies and English Language Arts Unit,
This unit includes reading, writing, listening and speaking content.

Reading Standards for Informational Text

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3 Analyze in detail how a key individual, even, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e Establish and maintain a formal style.

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language Standards

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STAGE 1: PLANNING:

Driving Questions	<p>How does a person during Colonial America inspire you?</p> <p>How does a person react to change?</p>	
Unit Summary	<p>Students will research influential figures and investigate how they influenced change around them.</p> <p>Students will choose one historical figure to research and present, as a voice of, for our living history wax museum presentation.</p> <p>Writing Integration:</p> <p>Students will write informational texts to tell about their chosen historical figure:</p> <p>Research:</p> <p>Students will use the Library and their iPads to research and take notes about times and certain situations in the past that interest and inspire them</p> <p>Vocabulary students will learn in this unit: Inspire, influence, impact, chronological, sources, contribution, summary, portray,</p>	
<u>21st Century Skills:</u>	<p><u>Creativity:</u></p> <p>Create a visual slideshow of their chosen historical figure to organize information and provide a visual element for their living wax museum presentation</p>	<p><u>Critical Thinking:</u></p> <p>Students will research a chosen influential historical figure using a given outline to give them information for their oral presentation</p>
	<p><u>Collaboration:</u></p> <p>Students will collaborate with their peers to get information for their projects (display board and presentation)</p> <p>Students will practice their living history wax museum presentation with peers and receive feedback on if they met the requirements and were easy to understand.</p>	<p><u>Communication:</u></p> <p>Students will be sharing information from their research with other students and during their wax museum presentation to other classes, teachers and parents. .</p>

The Hook:	Students will watch the attached clip of a virtual trip touring them through Washington D.C.'s wax museum https://www.youtube.com/watch?v=zj-eMtzcVVx4
Resources & Materials	<ul style="list-style-type: none"> ❑ iPads ❑ Pencils, paper ❑ Anchor Charts for writing ❑ Books and articles on historical figures for students to use for reading groups and researching. These need to be at various reading levels. ❑ Outline for students to collect research that will assist them in organization for their presentation

STAGE 2: ASSESSMENT

Daily Assessment:

There will be daily check-ins to assess progress towards completing their research. This will help to hold students accountable and allow me to assist students who may be having a hard time completing their daily work.

Cumulative Assessment:

Students will be assessed on the completion of their outline, their spoken presentation, and their slide show presentation. The writing will be scored according to the SMARTER Balanced Explanatory Writing rubric. Students are able to continue to work, re-work, edit and add to their outline up until the day we do our presentations. To foster growth mindset, students may resubmit a video recording of their presentation if they want to work for a better grade.

Student Examples:

<https://docs.google.com/presentation/d/1LpSFfOo5mxEdygW2cBOygoU8syRygObStYr5fyXnKEg/edit?usp=sharing> (This is an example to show the students.)



My daughter as Pocahontas.