Grade 6 ELA					
Unit Number	3	Unit Title	Narrating the Unknown	Pacing:	45 Days

Unit Overview

"And suddenly I could see a pattern of graves, side by side, one after another, reminders of the people who had lived and worked on the land around me. *Who were they, and what were their lives like?*"

– Sally M. Walker, *Written in Bone*

How did the struggle for power shape the settlement of the New World? What factors led to the near extinction of the Jamestown colony? How can science help us understand the mysteries of this time period?

These questions and others shape students' inquiry as they explore *Blood on the River*, *Written in Bone* and other texts about the Jamestown colony in Module 3. Learning begins with *Blood on the River*, a lively, engaging work of historical fiction that introduces the harsh realities of colonization through the eyes of the obstinate, tougher-than-nails protagonist Samuel Collier. As one of the younger settlers in the New World, Samuel learns the power of connection and compassion despite—or perhaps because of—the cutthroat and hostile environment that defines the settlement. Told from Samuel's perspective, the novel includes the stories of several historical figures, such as Captain John Smith and the legendary Pocahontas, and depicts the New World as a place where love, faith, and camaraderie became valuable methods for sustenance and survival, more so than combat, conquest, and rigid social classification.

At the same time, the novel does not shy away from the internal and external battles for power during this time. Students learn that democracy in the New World was not born from a desire for universal equality but from internecine power struggles. The colonists' exploitative, disingenuous, and violent treatment of the Powhatan tribe is a central storyline, and the novel tracks the demise of the Native Americans as well as the settlers. Students complete their work with the novel by examining a speech by Chief Powhatan and deciding whether the accusations he makes about the colonists are warranted given their portrayal in *Blood on the River*.

Written in Bone, the second anchor text, tells a different kind of story about Jamestown written through the lens of forensic anthropology. With her detailed scientific account of the excavation of two colony sites, Sally M. Walker shows how excavation can uncover unprecedented knowledge about a lost culture; the analysis of soil samplings, disintegrated artifacts, and skeletal remains pieces together a string of fascinating clues that shed light on who these colonists were and how they lived and died almost four hundred years ago. The text details scientific procedures and archaeological methods while offering a

fascinating account of how history can be extracted from the smallest of artifacts or bone. Donning the detective's cap, Walker approaches history as a mystery, and proves her case that the study of archaeology is riveting and can exhume a gem of a story. Students incorporate ideas from both of these worlds—the vivid historical fiction of *Blood on the River* and the engaging scientific discoveries of *Written in Bone*—to better understand the challenges faced by those in the Jamestown colony.

Throughout the module, students continue to gather ideas about the elements contributing to Jamestown's disastrous beginnings, leading them toward their ultimate argument: Were social or environmental factors to blame for Jamestown's fate? Students study arguments in context, looking at Jeffery Sheler's article "Rethinking Jamestown" as both a model of argumentative writing and as another perspective on what recent scientific research has revealed about the true experiences of Jamestown settlers. Complementing the module's craft work and texts, the concept of observation is explored through the ideas of art historian, Amy Herman, challenging students to fine-tune their observation skills as they develop a claim about this time period as well as understand the importance of careful perception by those working to construct the story of Jamestown's history. In addition, students conduct self-directed, informal research to learn more about an aspect of the colonization of Jamestown that interests them. Presenting this research to peers gives all students a chance to deepen their understanding of the conflicts that tested the colony's ability to thrive.

Finally, students complete an End-of-Module (EOM) Task. Incorporating all that they've learned about Jamestown's struggles, students compile their evidence and evaluate which factors most significantly impacted the colony's development and decline. In this culminating argumentative writing assignment, students support their claim with clear reasoning, incorporating relevant evidence and elaboration to create a compelling argument. This essay incorporates understandings built across genres, assessing the forces—both internal and external—that brought the near demise of the Jamestown colony. While some things will forever remain unknown about this period in American history, the story Jamestown tells about power and conflict is one that is relevant and familiar today.

Enduring Understanding(s): *Students will understand:*	■ History, or historical truth, is not fixed or static; there are always additional, important stories and new ways of interpreting the past that can enrich our collective historical understanding. ■ Historical fiction helps to illuminate historical truth, depicting real people and events from the past grounded in research but also enhanced by word choice, descriptive detail, and narrative techniques like dialogue. ■ The Jamestown colony developed from internal conflicts in belief systems, social class tensions, and disparate responses to the unknown rather than from united agreement among the colonists. ■ Daily life in Jamestown was impacted not only by social factors but also by environmental factors that further challenged and impacted the early settlers. ■ Science contributes to and expands historical truth. ■ Writers use clear reasons, relevant evidence, and credible sources to build arguments that support a claim
Essential Question(s): *Students will consider:*	How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?
Student Learning Objective(s) and Related	**Knowledge Goals**

NJSLS Standards:	■ Learn about the challenges that Jamestown settlers faced, and the solutions they used in response, as they created a colony in the New World. ■ Develop an understanding of how science can help uncover new historical truths. ■ Evaluate whether social or environmental factors had a stronger impact on Jamestown's development and decline. **Reading Goals** ■ Describe how a novel unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ■ Explain how an author develops the point of view of the narrator or characters in a text and how word choice impacts tone. ■ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. ■ Summarize and compare/contrast different authors' presentations of the event and issues, and trace and evaluate the argument and specific claims in those multiple texts, distinguishing claims that are supported by reasons and evidence from claims that are not. **Writing Goals** ■ Develop a claim and its supporting points with clear reasons and relevant, sufficient evidence and elaboration with task, purpose, and audience in mind and with guidance and support from peers and teacher. ■ Strengthen argument writing by reviewing and revising for precise words and phrases that clarify relationships among claims and for reasons, clear reasons and relevant evidence that support claims, and for consistent formal style and appropriate development and organization based on guidance and support from peers and teacher. ■ When presenting arguments in speaking and writing, introduce claim, use logical sequence of reasons and evidence, and conclude to accentuate main ideas as is appropriate to the task, purpose, and audience. **Speaking and Listening Goals** ■ Interpret information presented in diverse formats to expand understanding of a topic, text, or issue under study. **Language Goals** ■ Vary sentence patterns to emphasize key points and enhance reader interest in an argumentative essay. ■ Consistently use the correct number, person, and case of pronouns to improve clarity in writing. ■ Use reference materials to determine and verify the meaning of unknown or multiple-meaning words. ■ Use the relationships between particular words in the text to better understand the words.

NJSLS Related Standard(s):	Reading Domain ● RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. ● RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. ● RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. ● RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. ● RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. Writing Domain ● W.AW.6.1.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. ● W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. ● W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Language Domain ● L.SS.6.1.a. Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.SS.6.1.c. Recognize and correct inappropriate shifts in pronoun number and person. ● L.VL.6.3.a. 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. ● L.VI.6.4.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ● L.VI.6.4.d. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Speaking and Listening Domain ● SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ● SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Vocabulary:	■ Prophecy, wielding, interceded, procedure, convert, incompetent, fuming, lured, ambush, interpreter, preserved, native, gullible, adapt, excavated, savages, calmoring, naturalist, apprentice, retract, meticulous, palisade, ignorant, expedition, dwindling, naive

Suggested Learning Activities/Skills:	**Resources & Instructional Materials:**
● Suggested Module Map Learning Activities	CORE TEXTS Historical Fiction Novel (Literary) ■ *Blood on the River: James Town 1607*, Elisa Carbone Scientific Account (Informational) ■ *Written in Bone: Buried Lives of Jamestown and Colonial Maryland*, Sally Walker SUPPLEMENTARY TEXTS Painting ■ *Nighthawks*, Edward Hopper ■ *The Lighthouse at Two Lights*, Edward Hopper ■ *Lighthouse Hill*, Edward Hopper Scientific Article ■ "Rethinking Jamestown," Jeffery Sheler (Handout 21A) Speech ■ "Address to Captain John Smith," Chief Powhatan Images ■ Image of the *Susan Constant*, the *Godspeed*, and the *Discovery* ■ Image of the interior of a Mayflower ship ■ Map of the journey from England to Virginia Video ■ "Innovation in Plain Sight," Amy Herman

Assessment Evidence			
FQTs	**New Read Assessments**	**Vocabulary Assessments**	**Socratic Seminars**

• *FQT 1: For an audience who has read and studied Blood on the River as you have, write two explanatory paragraphs. In the first paragraph, explain Samuel's point of view about one of the social or environmental factors threatening Jamestown. Then, in the second paragraph, explain how Carbone uses language and specific word choice to convey and illustrate his point of view about that factor. Please remember to include proper citations for your textual evidence, follow the conventions of standard written English, and maintain formal style. Support your response using evidence from the following text: ƒ Blood on the River, Elisa Carbone* • *FQT 2:For an audience who has read and studied Blood on the River as you have, write a claim and two argumentative paragraphs in which you argue who had the greatest impact on Samuel's growth and change as he navigated the unknowns in his new world of Jamestown; in other words, from whom did he learn or gain the most? Please remember to include proper citations for your textual evidence, follow the conventions of standard written English, and maintain formal style. Please incorporate the*	• NR 1 • NR 2	• Vocab 1 Assessment • Vocab 2 Assessment	• Socratic Seminar: (Lessons 9, 18, and 32)

following words into your response: interaction and servitude. Support your response using evidence from the following text: ƒ Blood on the River, Elisa Carbone • *FQT 3: For an audience who has read and studied Blood on the River and Chief Powhatan's speech as you have, write an essay in which you argue whether Chief Powhatan's perspective in this speech is justified or not, given your understanding of the relationship between the settlers and the Powhatans as depicted in Carbone's text. Please remember to include proper citations for your textual evidence, follow the conventions of standard written English, and maintain formal style. Support your response using evidence from the following texts: ƒ Blood on the River, Elisa Carbone ƒ "Address to Captain John Smith," Chief Powhatan (Handout 16B)* • *FQT 4: Task: For an audience who has read and studied Carbone's Blood on the River and Walker's Written in Bone as you have, write an explanatory essay in which you compare and contrast Carbone's and Walker's presentations of Richard Mutton. As part of your response, explain how each*			

author introduces Richard and how each describes his character and his experiences in Jamestown. Please remember to include proper citations for your textual evidence, follow the conventions of standard written English, and maintain formal style. Support your response using evidence from the following texts: ƒ Blood on the River, Elisa Carbone ƒ Written in Bone, Sally Walker Hint: You should refer to your Response Journals to help you complete this task. You can also use the optional explanatory essay graphic organizers (Handout 8A) to help you plan your essay. • *FQT 5: Task: For an audience of your peers, complete the steps below for your informal research poster presentations. You'll have a little time during class to help you complete this task, but much will be done on your own. Step 1. Choose a topic or question to guide your informal research: Review your journal entries and our class charting. Step 2. Decide if you want to work alone, with a partner, or with a small group. Step 3. Start looking for credible and reliable sources to help you answer your question or learn about your topic. Complete Handout 20A. Step 4. Record unfamiliar words (at*			

least five total per person). Try your best to determine the definition using the vocabulary strategies you've learned, and then verify those definitions using a dictionary. Keep track of this work in your Vocabulary Journals, and be prepared to submit those for assessment. Step 5. Summarize the information from your sources, citing evidence and details. Step 6. Create a poster to help convey the information that you learned. Use your summaries, list of new words, and visuals to make an interesting and informative display. Step 7. Prepare an elevator speech in which you explain your question and what you learned. Remember, you did elevator speeches in Module 2! Also be prepared to answer questions from your audience members.			

Summative Assessment
End of Module Task: factors, some social and some environmental. For an audience who has read and studied all the module texts as you have, write an essay in which you argue whether it was the social or the environmental factors faced by Jamestown's early settlers that were most significant to the settlement's struggle to thrive. Your argument should be based on your understanding of Jamestown's development and decline as represented by the module texts and your research. Please remember to include proper citations for your textual evidence, follow the conventions of standard written English, and maintain formal style. Please incorporate the following words into your response: relations, sacrificed, and aggravated. Support your response using evidence from the following texts: ƒ Blood on the River ƒ At least one of the following other module texts: p "Rethinking Jamestown," Jeffery Sheler (Handout 21A) p "Address to Captain John Smith," Chief Powhatan (Handout 16B) p Written in Bone, Sally Walker

Possible Modifications and Accommodations

Special Education	At-Risk	Gifted	English Language Learners
**All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.* ● Extra time on assessments ● Use of a graphic organizer ● Opportunities for cooperative partner work ● Read Aloud Texts ● Differentiated center-based small group instruction ● Sentence Frames for written responses ● Provide reteach pages if necessary ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered: ● Additional time for assignments ● Review of directions ● Break writing tasks into smaller chunks ● Have student restate information ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting	● Enrichment projects ● Literature Circles with supplemental texts on same subject ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning	● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

Cross-Curricular Connections
● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). ● 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. ● 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.