

EL Education Curriculum: Grade 6, Module 3 Guide

Purpose:

This guide is designed to support you with organized and synthesized key ideas and information about each EL Education module. We hope this will help you get a big picture idea of what will happen in the module and what is needed to plan for the module.

What is the topic?

Through their reading of the historical fictional narrative *Two Roads* by Joseph Bruchac and several supplemental primary texts, students uncover an unacknowledged aspect of US history—the forced acculturation of American Indians through boarding schools. In Module 3, students are introduced to this topic, with the goal of amplifying long unheard voices and better understanding this critical time in North American history. Students read *Two Roads*, the story of a thoughtful and independent boy named Cal and his father “Pop,” who live as traveling “knights of the road” after losing their farm during the Great Depression.

To deepen their understanding of American Indian boarding schools beyond a literary context, students also read a variety of supplemental texts, including informational reports and first-person accounts of life at American Indian boarding schools. Together, these texts further contextualize the anchor text and illustrate a wider range of experiences.



Coach Tip:

In tackling issues of identity, race, and abuse, the texts examined across this module raise issues that may be upsetting, painful, or confusing for students. The design of this module aims to support students as they process sensitive or challenging passages. Read the teacher notes to understand specific passages that may be especially troubling for students and offer suggestions for helping students process the content of these passages with strength and compassion.

Crystal Wash, BetterLesson Instructional Coach

Where are we headed?

Performance Task	<p>In this performance task, students will act as witnesses to this time period by organizing an audio museum to highlight the experiences and amplify the voices of American Indian boarding school students. Students will create short audio presentations, recorded individually and then shared via listening stations at a public audio museum event. Each audio recording contains a student-written preface and reflection and a student-selected text read aloud.</p>
Unit 1 Mid Unit Assessment	<p>Analyze Point of View and Integrate Information: “The Cutting of My Long Hair” and Photographs</p> <p>The Module 3, Unit 1, mid-unit assessment is a reading assessment (RI.6.10). Students read a new section, “The Cutting of My Long Hair,” of Zitkala-Sa’s first-person account of her time at the White’s Indiana Manual Labor Institute and answer selected response questions about vocabulary and figurative language in context (RI.6.1, RI.6.4, L.6.5a, L.6.5c), and Zitkala-Sa’s point of view and how it’s conveyed in the text (RI.6.1, RI.6.6). Students also answer a constructed response question to develop their understanding of and integrate their interpretations of two photographs (RI.6.1, RI.6.2, RI.6.7).</p>
Unit 1 End of Unit Assessment	<p>Analyze Point of View, Structure, and Language: Two Roads, Chapter 18</p> <p>The Module 3, Unit 1, end of unit assessment is a reading assessment (RL.6.10). Students read an excerpt, the beginning of chapter 18 (page 184–189), of <i>Two Roads</i> and answer selected-response and short constructed response questions about how Cal’s point of view is developed by Bruchac (RL.6.1, RL.6.6), the structure of the text (RL.6.1, RL.6.3, RL.6.5), the use of intensive pronouns (L.6.1b), and the impact the use of language varieties has on character development (RL.6.1, RL.6.3, L.6.1e) in the text.</p>

Unit 2 Mid Unit Assessment	<p>Analyze Character, Point of View, and Theme: Two Roads, Chapter 27</p> <p>Students read chapter 27 of Two Roads and answer a selected response question about how Cal responds to the sweat lodge ceremony (RL.6.1, RL.6.3). They then write an explanatory paragraph about how Cal's point of view toward his visions changes as a result of the events in this chapter (RL.6.1, RL.6.3, RL.6.6, W.6.10). Students then write an objective summary of the chapter, highlighting the central ideas of the chapter and how the chapter conveys a possible theme of the novel (RL.6.1, RL.6.2).</p>
Unit 2 End of Unit Assessment	<p>Revise Narrative Writing for Pronoun Use and Sentence Variety</p> <p>The Module 3, Unit 2 end of unit assessment is a language assessment. There are two options for this assessment. The first option is to have students choose one of the narrative letters they have written as part of their work in Unit 2 and revise (W.6.5) for correct pronoun use (L.6.1a, L.6.1c, L.6.1d) and for sentence variety (L.6.3a). Directions for this option can be found on the End of Unit 2 Assessment: Revise Narrative Writing for Pronoun Use and Sentence Variety, along with the chart students complete to explain their revisions.</p> <p>If additional data is needed to assess this standard, implement the second option, End of Unit 2 Assessment: Selected Response Questions: Pronoun Use and Sentence Variety. This optional assessment uses passages from Two Roads with which students answer selected response questions about correct pronoun use (L.6.1a, L.6.1c, L.6.1d) and constructed response questions about sentence variety (L.6.3a). Teachers may choose to use one assessment or both.</p>

Unit 3 Mid Unit Assessment	<p>Write a Literary Argument Essay</p> <p>The Module 3, Unit 3, mid-unit assessment is a writing assessment. Students write a literary argument essay (W.6.1, W.6.4, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, L.6.6) about whether Cal should return to Challagi Indian Industrial School (RL.6.1, RL.6.3, RL.6.10) at the end of the novel. Students use reasons and evidence from the text and reasoning to defend their position. Although Grade 6 is not required to address counterclaim, students acknowledge the existence of the opposing position as part of their introduction and/or conclusion.</p>
Unit 3 End of Unit Assessment	<p>Rehearse and Refine Performance Task Recording</p> <p>The Module 3, Unit 3, end of unit assessment is a three part speaking and listening assessment. In Parts I and II, students record two versions of their performance task contribution and then reflect on and self-assess each for their volume, pronunciation, and language use (SL.6.6, L.6.6). Students use their observations about their first attempt to improve their performance on the second attempt. In Part III, they listen to a peer's second recording and reflect on and paraphrase the content (RI.6.1, RI.6.6, SL.6.2) and assess their peer's volume, pronunciation, and language use (SL.6.6, L.6.6) in that second performance. Review the second recording, both self-assessments, and the peer assessment to assess each student's speaking and listening. Alternatively, L.6.1 and L.6.3 may be assessed via the recordings.</p>

How do I break it down?

Unit 1	EL Module 3, Grade 6, Unit 1 Overview
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Week	Instructional Focus	Long Term Targets	Assessments
Unit 1: Build Background Knowledge: Analyze Points of View toward American Indian boarding schools.			
3.5 weeks (15 Sessions)	<p>Students build background knowledge about the origins of American Indian boarding schools by reading an infamous speech by Captain Richard H. Pratt,</p> <p>Students determine key ideas and analyze the author's point of view.</p> <p>Students examine photos that depict some of the problems described in the Meriam Report excerpts that students read during this lesson.</p> <p>Students gather evidence to determine how a character responds and changes based on challenges faced.</p>	<p>I can paraphrase the key ideas and demonstrate understanding of the perspective being conveyed in Pratt's text.</p> <p>I can analyze the author's point of view and how it's conveyed in the text. (RI.6.6)</p> <p>I can integrate information from historical photographs to better understand excerpts of the Meriam Report. (RI.6.7)</p>	<p>Mid Unit Assessment: Analyze Point of View and Integrate Information : "The Cutting of My Long Hair" and Photographs</p> <p>End of Unit Assessment: Analyze Point of View, Structure, and Language: Two Roads</p>

In Unit 1, students read excerpts of the initial chapters of the anchor text, which serves as a "hook," inciting student interest in the history of American Indian boarding schools. Students then develop their knowledge of the historical context of the topic by reading related informational and narrative supplemental texts. Students consider the purported objectives of American Indian boarding schools and compare these against the often far darker experiences reported by the students who attended these schools. Students then return to the anchor text at chapter 9, better equipped to contextualize the experiences of Cal, Pop, and Cal's friends. Unit 1 assessments gauge students' abilities to read critically and independently for the author's point of view and for background information on the topic.

Unit 2[EL Module 3, Grade 6, Unit 2 Overview](#)

Week	Instructional Focus	Long Term Targets	Assessments
Unit 2: Confront Challenges: Characters' Responses and Emerging Themes			
3 weeks (13 weeks)	<p>Students differentiate between topic and theme and determine key themes in the text.</p> <p>Students use text-based evidence from <i>Two Roads</i> to support a given theme and explain how a given theme is illustrated in the text.</p> <p>Students engage in a close read to analyze a text excerpt for how it shows a particular theme.</p> <p>Students participate in a text-based discussion of the novel's conclusion.</p> <p>Students write a narrative letter in which students will incorporate their learning about correct pronoun usage and sentence variety with their understanding of how the novel's narrator, Cal, responds to challenges.</p>	<p>I can determine possible themes in <i>Two Roads</i>. (RL.6.2)</p> <p>I can use evidence from the text to support my ideas during a text-based discussion.</p>	<p>Mid Unit Assessment: Analyze Character, Point of View, and Theme: <i>Two Roads</i></p> <p>End of Unit Assessment: Revise Narrative Writing for Pronoun Use and Sentence Variety</p>

In Unit 2, students finish reading the anchor text. They demonstrate continued development of reading skills, tracking character growth and central ideas and themes in the Mid-Unit 2 Assessment using a new excerpt from the text. An additional supplemental text is included in Unit 2 to support connections across the anchor text and the historical context.

Unit 3[EL Module 3, Grade 6, Unit 3 Overview](#)

Week	Instructional Focus	Long Term Targets	Assessments
Unit 3: Literary Argument Writing: Gather Evidence and Reflect on Multiple Perspectives			
3 weeks (13 Sessions)	<p>Students begin work on the literary argument essay by analyzing a model.</p> <p>Students deconstruct the model essay and then work with a partner to plan their collaborative essays, using their Argument Writing Plan graphic organizers to introduce their main claim and organize their reasons and evidence.</p>	<p>I can find the central idea of a model literary argument essay. (RI.6.2)</p> <p>I can determine the purpose of a literary argument essay. (W.6.4)</p> <p>I can plan a literary argument essay about whether Cal should leave school to find Pop. (W.6.1, W.6.5)</p>	<p>Mid Unit Assessment: Write a Literary Argument Essay</p> <p>End of Unit Assessment: Rehearse and Refine Performance Task Recording</p>

In Unit 3, students revisit the Painted Essay® structure as they construct their own argument essays. In the essays, they grapple with the question of whether Cal should return to the boarding school or remain with his father, whom he has run away to find. Students first collaboratively produce an argument piece using a similar prompt to further prepare for their independent argument essays. Module 3's performance task presents the culmination of students' learning about and reflections on the American Indian boarding schools through the production of an audio museum exhibit. Students select an excerpt from a text written by a survivor of American Indian boarding schools; they then write a preface to situate their text within a historical context and a reflection to convey the personal impact felt by their chosen text.

Getting Started Steps
<ul style="list-style-type: none"> When you first review this Module, we suggest looking at the assessments. Download the assessments here. If you can, take the assessments yourself. This will help you better understand why the lessons are building the skills that they are.
<ul style="list-style-type: none"> After that, it can help to see the 'flow' of lessons. We love the 'Module at a Glance' and 'Unit-at-a-Glance' as a way to chart the way that lessons build over time. This can help you feel confident that even when kids aren't all 'there' yet, it is ok! They have more opportunities to build understanding and independence.
<ul style="list-style-type: none"> At the lesson level, remember that it is just a part of the whole. If students are stuck somewhere in a lesson, that can give you data to inform scaffolding for the next lesson. Check out the 'Meeting Student Needs' section in the lessons for more.
<ul style="list-style-type: none"> If you have students who are attending school remotely, the EL Flex curriculum provides resources to support student learning. EL Flex

Planning Resources

The links listed below may take you to additional resources to support EL Education curriculum implementation outside of BetterLesson. Please check with your district to ensure alignment.

- ❖ [Internalizing Module Assessments strategy](#)
- ❖ [Strategic Lesson Planning in the EL Education Curriculum](#)
- ❖ [Detroit's ModEL Resources](#)
- ❖ [Protocols List](#)
- ❖ [Lesson Internalization Guide](#)