

# Courageous Characters

Essential Question

In this six week unit, students select a fictional story with a courageous character and pair it with related informational text from the same historical time period.

**How are acts of courage revealed in literature and informational text?**

CCSS standards	Resources, materials, activities and assessments
<p><b>Reading Standards for Literature</b>  <b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g. stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><b>Reading Standards for Informational Text</b>  <b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                      a. Determine a theme or central idea of the text.                      b. Determine particular details that convey the theme or central idea of the text.                      c. Develop a summary of the text distinct from personal opinions or judgments.  <b>RI.6.3</b> Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p><b>Writing Standards</b>  <b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.                      a. Introduce claim(s) and organize the reasons and evidence clearly.                      b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.                      c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.                      d. Establish and maintain a formal style.                      e. Provide a concluding statement or section that follows from the argument presented.</p> <p><b>Cont.</b></p>	<p>Compare and contrast different forms of genres.</p> <p>Provide a summary of a story to give the central idea.</p> <p>Class Discussion</p> <p>Read the poem “Casablanca” by Felicia Dorothea Hemens and write your opinion of the character. Was she crazy or courageous?</p>

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**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.

**Speaking and Listening Standards**

**SL.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.6.3** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Language Standards**

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

- a. Vary sentence patterns for meaning, reader/listener interest and style.
- b. Maintain consistency in style and tone.

Use computer lab to research and write an essay.

Read a variety of stories and interviews from the same time period. Discuss how their accounts are similar and different.

Class Discussions, Book Talks, written papers

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