

Multi-genre Thematic Unit Curriculum Map Based on Understanding by Design

Breaking Barriers With Values

Theme, Enduring Understandings & Essential Questions for This Unit	How Students will Demonstrate Their Understanding		Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit		Strategies or Best Practices Used to Explicitly Teach Skills & Concepts	Instructional Resources for this Multi-Genre Unit
<p>Theme: Breaking Barriers with Values</p> <p>Enduring Understandings:</p> <p>Our values can help us to overcome barriers in our lives.</p> <p>Essential Questions:</p> <p>What is a barrier?</p> <p>What is the difference between a physical and conceptual barrier?</p> <p>How can our values help us to overcome barriers in our life?</p> <p>How do our actions define who we are?</p>	→ Summative Assessment (End of the Unit)	<p>Contest: Write an essay describing how one or more of Jackie’s Nine Values has helped you to overcome a barrier in your life. (Text-to-Self)</p> <p>Field Trip to Baseball Hall of Fame: “Going, Going, Going, Gone” --Explore the history of communications in baseball. Create a radio broadcast reenactment, Hank Aaron’s 71tth Homerun, a historical event in baseball history. Sounds of Baseball.</p> <p>Opinion Writing: Do our words and actions define who we are? Use details from two or more pieces of literature we have read to support your answer. Cite your source.</p> <p>Enrichment Choices:</p> <ol style="list-style-type: none">1) Write your own “I Have a Dream Speech”2) Write a poem about baseball3) Research & create a presentation on another Black American who has broken a color barrier (music, art, acting, sports)4) Write a letter to Sharon Robinson expressing how you feel about Jackie Robinson’s values and how they helped you.5) Research a breaking the color barrier event and reenact a news broadcast or radio broadcast.6) Create a comedy act using baseball idoms.	→ READING OUTCOMES	<p>Reading Literature:</p> <ul style="list-style-type: none">• Read to understand positive and negative character traits.• Read to interpret connotative and denotative meaning. <p>*RL.6.1 / RL.6.2 / RL.6.4/ RL.6.7 / RL.6.9</p> <p>Reading Informational Texts</p> <ul style="list-style-type: none">• Identify barriers in J.R.’s life & the nine values that helped him to succeed.• Reading to learn the meaning of new words, phrases, and concepts.• Read to evaluate information and form an opinion.• Research & identify historical events that impact American Culture. <p>*RI.6.1 / RI.6.2 / RI.6.4 / RI.6.9 / RI.6.10</p> <p>Reading CCR (SS/History, Science & Technology)</p> <p>*CCR.1 / CCR.4 / CCR.5 / CCR.7</p>	<p>K-W-L: Establish background knowledge on Civil Rights</p> <p>Using context clues to learn the meaning of new words.</p> <p>Think aloud (text-to-self, text-to-text, and text-to-world) to deepen understanding of text.</p> <p>Differentiate instruction to meet the needs of all learners at varying reading levels and intelligences: music, sports, linguistic, auditory, and visual</p> <p>Direct instruction on nonfiction reading strategies and nonfiction text structures</p> <p>Reading Comprehension: Baseball Idioms (connotation /denotation)</p>	<p>Anchor Text(s): <i>Jackie’s Nine</i> by Sharon Robinson (Memoirs)</p> <p>Poetry: (Baseball Poems) Incident by Countée Cullen Harlem by Langston Hughes (Civil Rights) The Base Stealer by Robert Francis Dreams by Langston Hughes</p> <p>Short Stories: Jackie & Me by Dan Gutman (Excerpt) (Scholastic Literature Circle Guide) (Character Traits)</p> <p>Drama: The Jackie Robinson Story (1950) Starring Jackie Robinson (Background knowledge on Civil Rights)</p> <p>Who’s On First by Abbott and Costello (Connotation/Denotation) (Video from Hulu.com)</p> <p>Hank Aaron’s 715th Homerun Radio Broadcast</p> <p>Nonfiction: “1947-Jackie Robinson Integrates Baseball” by Suzanne Bilyeu (Upfront, 2 April 2007) (TE Guide)</p> <p>“1960 the Greensboro Sit-ins” by Suzanne Bilyeu (Upfront, 18 Jan. 2010). In what ways are these 4 boys’ actions similar and different to Jackie Robinson? (SAR) (TE Guide)</p> <p>“Almost Perfect” (Scholastic News, 4 June 2010—lower-level) What does Armando Galarraga’s reactions to the bad umpire call reveal about his</p>
	→ Formative Assessments (Throughout the Unit)	<p>Vocabulary Quiz: Civil Rights terms & Jackie’s Nine Values</p> <p>Present to the class describing Jackie’s the barriers (physical/ conceptual) the value(s) that helped him to overcome the barriers.</p> <p>SAR: How does Joe (Jackie & Me) change over time? (Character Traits)</p>	→ WRITING OUTCOMES	<p>Writing:</p> <ul style="list-style-type: none">• Write to describe your own barriers and how J.R.’s values helped you to overcome them.• SARs, Blogs (Opinions), and reflections on issues of racism, barriers, values in J.R’s life, others, and own. <p>*W.6.1b / W.6.2a / W.6.4 / W.6.6</p> <p>Language:</p> <ul style="list-style-type: none">• Engage in peer review to revise and edit writing.• Use correct grammar and conventions of the English Language. <p>L.6.1e / L.6.2a / L.6.2b</p> <p>Writing CCW (SS/History, Science, Technology): *CCW.6.7 / CCW.6.9</p>		

		<p>Opinion: SAR: Do you believe our words and actions define who we are? Use details from 2 or more pieces of literature you have read to support your answer. (Higher Level)</p> <p>State Test Review: “Breaking Barriers” (Nonfiction Passages with Graphic Organizers, 113-116) (Grade Level). (m/c & problem/solution)</p> <p>“Martin Luther King” by Gwendolyn Brooks (Poem Analysis Handout—lower level) (TE Guide)</p> <p>“Dreams Deferred” by Langston Hughes and “Martin Luther King by Gwendolyn Brooks (Poems and Analysis Handout—higher level)</p>	→ ↓SPEAKING & LISTENING OUTCOMES	<p>Speaking/Listening</p> <ul style="list-style-type: none">• Present a value based on the Sharon Robinson’s memoirs.• Create a podcast reenacting a historical event in baseball. <p>*SL.6.1a / SL.2 / SL.4</p>		<p>character?</p> <p>“Perfect Game Thwarted by Faulty Call” Tyler Kepner What does Armando Galarraga’s reactions to the bad umpire call reveal about his character? (NYTimes, 2 June 2010-higher level)</p> <p>“Top Players Named Report on steroids in Major League Baseball released” by Karen Fanning (Scholastic News, 14 Dec. 2007—lower level)</p> <p>“Should the records of baseball players who used steroids count?” by Donald M. Hooton (Upfront, 9 Oct. 2006—higher level)</p> <p>Other: Speech: “I Have a Dream” video & transcript of MLK Jr. (Pull Excerpt)</p> <p>Music “Take Me Out to the Ball Game” “Did you see Jackie Hit that Ball?”</p> <p>State Test Review: “Breaking Barriers” (Nonfiction Passages with Graphic Organizers, 113-116) (Grade Level).</p> <p>“Martin Luther King” by Gwendolyn Brooks (Poem Analysis Handout—lower level)</p> <p>“Dreams Deferred” by Langston Hughes and (Poems and Analysis Handout—higher level)</p>
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*Standards are based on the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (NYSED, June 2010)