

## Understanding By Design Unit Template

<b>Title of Unit</b>	The Watsons Go to Birmingham - 1963	<b>Grade Level</b>	6 <sup>th</sup> Grade
<b>Curriculum Area</b>	Reading	<b>Time Frame</b>	42 minutes; 5 days a week; 4 weeks
<b>Developed By</b>	Lexi Burrow		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards (Fill out after Understandings and Questions)</b>			
<p>LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.</p> <p>LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).</p> <p>LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.</p>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Overarching Understanding</b>		<b>Overarching</b>	<b>Topical</b>
<p>Themes surrounding race are always prevalent.</p> <p>Cultural, geographical, and economic differences exist across the United States</p> <p>Figurative language requires translation but enhances writing.</p> <p>Text analyses can help to identify the overarching themes and lessons.</p> <p>Interacting with the text helps us become better readers.</p>		<p>How does figurative language enhance writing?</p> <p>Is change always good?</p> <p>What ways do you see the same race issues from the 1960s in today's world?</p> <p>What tensions exist between siblings?</p> <p>What benefits does incorporating reading strategies present?</p>	<p>How do Kenny's exaggerations affect the story's tone and mood?</p> <p>How is a static character different from a dynamic character?</p> <p>What racial issues do the Watsons face?</p> <p>How do Kenny and Byron's discrepancies mirror your and your sibling's?</p> <p>How often should you stop to summarize, predict, or infer?</p>
<b>Related Misconceptions</b>			
<p>Old books aren't relevant anymore.</p> <p>Racism only occurs in the south and only looks a certain way.</p> <p>Vocab words from literature units are irrelevant.</p>			

<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
<ul style="list-style-type: none"> <li>• Key terms: discrimination, segregate, cockeyed, grapevine, jacked up, pervasive, sonic boom, civil rights movement, hyperbole, metaphor, simile, static, dynamic, predicting, Kenny, Byron, Joetta, Dad, Momma, Grandma Sands. These terms aid in the understanding of the book as a whole.</li> <li>• Reading strategies for help with comprehension: summarize, skim, predict, infer, Venn diagram, self-assessment, and text connections because these strategies will help students become better readers and learn how to apply what they've learned about the book to their own life.</li> <li>• What racial discrimination, prejudice, and other issues look like across the United States because it is a prevalent theme in the book and these students aren't well-exposed to diversity.</li> <li>• The general plot of the novel because students will base their larger understandings and learnings off the book.</li> <li>• What the Wool Pooh represents to Kenny because his fear is real and so are the students'.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Venn diagram about Flint and Birmingham.</li> <li>• Use vocabulary words (unit and individual) in conversation.</li> <li>• Classify main characters as static or dynamic.</li> <li>• List two ways Byron's character has changed from the beginning of the book to the end.</li> <li>• Define metaphors, hyperboles, and cultural terms from the book.</li> <li>• Analyze the text for character changes and connections to world and self</li> <li>• Identify words from the book that they don't know</li> <li>• Answer questions about the reading during whole-class discussion</li> <li>• Work cooperatively with 1-2 partners to complete various activities</li> </ul>	
<b>Assessment Evidence (Stage 2)</b>		
<b>Performance Task Description</b>		
<b>Performance Tasks, Projects</b>	<p>Students have to read the book, going 3 chapters at a time</p> <p>Whole-class discussion of what happened in each chapter, highlighting key points and words and phrases from the 60s.</p> <p>Vocabulary crossword puzzle over the top 4 groups of vocabulary words in the "Know" section</p> <p>Reading guides for chapters 1-3, 4-6, 7-9, 10-12, &amp; 13-15 (5 total)</p> <p>Vocabulary activities – Frayer model of select vocab words; "I have/Who has"; Conversation competition (Students have to use all of the words from one of the vocab groups in a conversation with a partner. When groups are done, students sit down.)</p>	

<p><b>Quizzes, Test, Academic Prompts</b></p>	<p>Reading quizzes over three chapters at a time to see if students read; 5 total</p> <p>Vocabulary quiz over the top 4 groups of vocabulary words in the "Know" section</p> <p>Novel test covering content from the whole book but not vocabulary</p> <p>Character Chart – students log what they learn about the characters as they read and start to identify when and how certain characters change.</p> <p>Activity 6 – compare Kenny and Byron using a Venn diagram, focusing more on personality traits than physical characteristics; questions/prompts include, "How does being the oldest child affect Byron?", "What effect does Kenny's 'lazy eye' have on him?", "Make a similar chart to compare and contrast yourself with one of your siblings or friends."</p> <p>Activity 11 – students are analyzing 4 quotes from the first 9 chapters regarding racial issues and answering questions that help clarify why each is significant; questions/prompts include, "Why is Mrs. Watson upset at what Byron has done?", "Mrs. Watson and Joetta do not react in the same way to Mrs. Davidson's gift. Explain each of their reactions.", "What is Mr. Watson describing? What is his reaction?", "What lesson is Mr. Alums offering to his students?", "Describe an incident you recall that first made you aware of racial prejudice in our society."</p> <p>Activity 13 – students look at how 3 characters have changed throughout the book so far (Byron, Grandma Sands, &amp; Kenny). They look at a quote, identify who is being talked about, and write a sentence about how that person has changed. The prompt at the bottom of the page asks students, "Write about a time when your behavior changed because of another person, an event, or an experience in an unfamiliar environment." I will also talk about static and dynamic characters with this activity.</p> <p>Activity 14 – a reading comprehension worksheet about the "Wool Pooh" in chapters 13 and 14. Questions/prompts include, "How does Byron describe the Wool Pooh to Joetta and Kenny?", "Why doesn't Kenny believe in the Wool Pooh at first?" "How does Kenny describe the Wool Pooh when he sees him in the water?", "Who else does Kenny see in the water? Why does he see them?", "When does Kenny see the Wool Pooh for the second time?", "Does he react in the same way? Explain.", "What do you think the Wool Pooh represents?"</p>
<p><b>Other Evidence</b></p>	<p>Vocabulary List – list of all vocab words from the unit with space for students to write the definitions; students also have to rewrite the words in their respective groups; will refer back to this list several times throughout the unit</p> <p>30/30 – activity where students pair up and have 30 seconds each to tell each other everything they remember from a specific chapter chunk; after each chunk, we will review as a class.</p> <p>Individual Vocabulary – students will log 5 words from each chapter chunk that they don't know and complete Frayer models periodically throughout the unit to learn these words; they will also log the page number and the sentence each word was used in for context.</p>

## Student Self-Assessment

Various exit tickets where students have to rate how well they understood the lesson and/or how comfortable they feel with the new information, identify what learning strategies have worked best for them, or write down what questions they have. They will also fill out self-assessment rubrics after vocabulary and review activities.

## Learning Plan (Stage 3)

1. Introduce the unit by comparing and contrasting Flint, Michigan and Birmingham, Alabama. Look at geographic, cultural, and economical differences. Also introduce misconception about racism only existing in the south, despite it being more prominent down there. (H)
2. Essential Questions introduced and discussed, focusing more on the overarching questions than the topical questions at this point. (W)
3. Vocabulary pre-test to introduce the unit's vocab words, followed by vocab instruction (vocabulary list; I have/Who has). (W, E)
4. Introduce Individual Vocabulary: students will log new words (that aren't the unit vocab words) from the book as they read. This will be continuous throughout the unit. (W, E)
5. Students will read chapters 1-3 and take a quiz to check comprehension. They will also complete the reading guide for these chapters, which will also prepare them for the final test. (E)
6. Introduce the Character Chart and recall the essential questions, "Is change always good?" and "How is a static character different from a dynamic character?" Students will continue to fill these out as they read and learn new information about the characters. (W, E, R)
7. Read chapters 4-6 and take a quiz to check comprehension. Students will also complete the reading guide for these chapters, which help prepare for the final test. (E, R)
8. Students will complete the Vocabulary Crossword for a third exposure to the words and their definitions. (W, E, R)
9. Read chapters 7-9 and take quiz to check comprehension. Students will also complete the reading guide for these chapters, which will help prepare for the final test. (E)
10. Students will work on Activity 6 to compare Kenny and Byron in a Venn diagram, recalling the essential questions, "What tensions exist between siblings?" and "How are Kenny's struggles with Byron like your own struggles with your sibling(s)/friend(s)?" (W, E, R)
11. Students will work to complete Activity 11, which relates to the essential questions, "What ways do you see the same race issues from the 1960s in today's world?" and "What racial issues do the Watsons face?" (W, E)
12. Read chapters 10-12 and take a quiz to check comprehension. Students will also complete the reading guide for these chapters, which will help prepare for the final test. (E, R)
13. Students will interact with the vocabulary in a new way by using them in sentences and paragraphs that flow together (Conversation Competition). (W, E, R)
14. Students will 30/30 review the first 12 chapters with a partner, going chapter chunk by chapter chunk. They will self-assess how well they did at remembering the high points of the chunks after each round. (E, R, E2)

15. Read chapter 13 together to help students understand Kenny's character change and what happens at Collier's Landing. Model reading strategies, such as summarizing, predicting, and identifying figurative language. Recall essential questions, "How does figurative language enhance writing?", "How do the hyperboles and Kenny's other exaggerations affect the story's mood?", "Is change always good?", and "How is a static character different from a dynamic character?" (E, R)
16. Introduce Activity 13, which has students complete text-analyses about 3 different characters (Kenny, Byron, & Grandma Sands). Essential questions include "Is change always good?", and "How is a static character different from a dynamic character?" (E, R)
17. Read chapter 14 together to help students practice summarizing, predicting, and identifying figurative language. Help students understand how Kenny acts during/after the church bombing, why he acts that way, and what the Wool Pooh represents to Kenny. Essential questions: "Is change always good?", and "How is a static character different from a dynamic character?" (E, R)
18. Introduce Activity 14. Students will work in groups of 2-3 to learn more about the Wool Pooh and what it represents to Kenny. (E)
19. Introduce the Frayer model and have students use this technique to learn their new words from their Individual Vocabulary. Students will share their completed Frayers with several partners when they're done. Connect with the topical question, "How does figurative language enhance writing?" by acknowledging that many students' individual words will be era-specific or figurative and have several definitions contingent upon context. (W, E, R)
20. Students will read chapter 15 on their own and work in cooperative groups to discuss and answer the following questions: "What theme or lesson can we learn from Byron's actions in chapter 15?" and "Byron made the comment that, 'even though the cops down there might know who did it, nothing will probably ever happen to those men'; what does he mean by that? Why won't the two white men responsible get in any trouble?" Essential questions: "What ways do you see the same race issues from the 1960s in today's world?", "What racial issues do the Watsons face?", "What tensions exist between siblings?" and "How are Kenny's struggles with Byron like your own struggles with your sibling(s)/friend(s)?" (W, E, R)
21. Vocabulary post-test to compare to the unit's pre-test. (W, E)
22. Review for the test with 3 small-group stations: character flashcards, Pictionary, and True/False tic-tac-toe. They will also complete a self-assessment exit ticket on their cooperation in the stations. (E, R, E2)
23. Students will take a novel test based on the content from the book and the unit's understandings and essential questions. (W, E, R)

### Teacher Self-Assessment

**Where are your students headed? Where have they been? How will you make sure the students know where they are going?**

I want my students headed towards a deeper understanding of what racial issues were present in the 1960s and how those issues and discriminations are still seen today. Students will be immersed in a unit of text analyses, and essential questioning to gain more from the book than the plotline. They will get to a more purposeful understanding of this book via

	<p>supplementary activities that focus less on content regurgitation and more on analyzing the text and inferring what is meant. Finally, students will head towards a broader vocabulary by applying what they learn in our many vocab activities.</p>
<p><b>How will you hook students at the beginning of the unit?</b></p>	<p>I am hooking students at the beginning of the unit by having them compare and contrast the two cities in which <i>The Watsons</i> takes place: Flint, Michigan and Birmingham, Alabama. I will activate their prior geographic knowledge by looking at a map of the United States, so they can look more closely at how far apart Michigan and Alabama are. I will also hook them by talking about racial prejudice and discrimination, specifically incidents that took place in the 1960s.</p>
<p><b>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</b></p>	<p>Students will complete reading guides for each chapter chunk (5 total), which will help them to understand the key points from each chapter. They will also complete 4 total activity worksheets that will guide them towards a bigger understanding of comparing and contrasting characters, racial discrimination, character changes, and the Wool Pooh. A character chart will also help students understand the essential questions, "Is change always good?" and "How is a static character different from a dynamic character?"</p>
<p><b>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</b></p>	<p>Students will be able to stop and reflect about the readings through our whole-class discussions, which will lead them to making text-to-self, -world, and -text connections. They will also reflect and rethink about the reading when as they work on their individual vocabulary. Their individual vocabulary has students looking back at various parts of the book for context and provides the opportunity to not only learn new words but also understand how it was used in the context of the book. The various vocabulary activities will also require students to rethink and recall prior knowledge, and the 30/30 review game gives students the opportunity to review the book up to that point. Finally, the character chart will help students reflect on what they've learned about individual characters as they continue to fill those out.</p>
<p><b>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</b></p>	<p>Students will self-assess themselves frequently throughout the unit by completing exit tickets about how they personally feel they understood a lesson and self-assessment rubrics after vocabulary and review activities for individual progress and understanding.</p>

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)