These lesson notes were developed by current SCUSD teachers who have used the William and Mary curriculum in its entirety for at least one year. What follows are their suggestions for a successful implementation of the curriculum unit.

**6th Grade Persuasion**

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| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 1 | 1 week | Important Note: DO NOT begin Independent Reading Assignment until January (TG pg. 55)   * Use Pre-assessment Packet from GATE Office * Teacher may wish to share additional information with the class about Robert Frost, his life and his poetry. |
| 2 | 1 week | * Assign students to small groups of 4 or 5 students to complete the Change Model. * Plan for space in the classroom to display Change Models |
| 3 | 2 weeks  *(can be up to 4 with extended grammar study)* | * Remember that reading (*Dragonwings & Farewell to Manzanar*) will not be assigned until January. (Homework on TG pg. 77) * Grammar Study completes in Lesson 22 |
| 4 | 2 weeks | * Have students prepare a Reader’s Response Journal for use throughout the year. * Remember that reading (*Dragonwings* & *Farewell to Manzanar*) will not be assigned until January. (Homework on TG pg. 77) * Determine in advance how students will be paired for their persuasive speeches (by interest, by behavior, or by level, etc.) |
| 5 | 2 weeks | Important Note: Begin Independent Reading Assignment (TG pg. 55)   * Pre-plan how students will be grouped for novel assignment (leveled, interest, behavior, etc.) Do not create groups that are larger than 4-5 students to increase accountability. * Have students (as a group) determine which pages/chapters they will need to read each day in order to finish by **your** given due date. Provide a blank calendar for them to use. * Decide if students will read in class as a group, at home independently, or a combination of the two. If reading in class, plan to add 20 minutes to your Language Arts block. * Use “Reading Response Journal Prompt.bookmark” (file available on the U: Drive) * Consider developing packets to accompany the Novel Assignment (SG pgs. 20 or 21) * First novel synthesis will occur in Lesson 7 * Prepare a definition for students of “persuade” * Use Hamburger Model on U: Drive * Extension—Assign writing homework assignment (TG pg. 93) |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 6 | 2 weeks | * Chart Paper for T-Chart * Provide examples of advertisements from magazines, newspapers, websites, etc. * Use Hamburger Model on U: Drive * Anticipate that planning and preparing for speeches can take up to a full week. * Students continue to read novels |
| 7 | 1 week | * Provide large chart paper for group discussions of novels. * Lesson progression is: Individual 🡪 small group 🡪 whole class 🡪 small group * Assign new books, pre-plan how students will be assigned to reading. You may wish to alter their groups at this point. Revisit your planning and implementation process from Lesson 5. * The second novel synthesis will occur in Lesson 10 |
| 8 | 2 weeks | * Students will need to have their essay from Lesson 5 * Pre-teach the history of the Pledge of Allegiance for this assignment. * Activities 8C & 8D may be more successful if completed as partner work and then discussed as a whole class * Students continue to read novels |
| 9 | 3 weeks | * Refresh, re-teach or pre-teach background of The Declaration of Independence & Gettysburg Address (taught in 5th grade) and related Early American history. * Look for helpful websites (e.g., history channel or PBS) * Prepare to do a close guided reading of The Declaration of Independence & Gettysburg Address * For persuasive letter writing, generate suggested topic idea list for students who need support. This work will be revisited in Lesson 12 * Provide time for students to research their selected issue * Explicitly teach letter writing formats * Students continue to read novels |
| 10 | 1 week | * This lesson is similar to Lesson 7. * Review with the whole class the history of slavery in America. * Provide large chart paper for group discussions of novels. * Lesson progression is: Individual 🡪 small group 🡪 whole class 🡪 small group * Assign new books, pre-plan how students will be assigned to reading. You may wish to alter their groups at this point. Revisit your planning and implementation process from Lessons 5 & 7. * The third novel synthesis will occur in Lesson 15 |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 11 | 1. ½ weeks | Important Note: The article, “Libraries Should Reflect Majority Values” has been edited & retyped for age appropriateness. Please locate it on the U: Drive and use it instead of SG pg. 95   * Share with students a list of censored books, discuss censorship * Teach students a process for note taking * Students continue to read novel |
| 12 | 1 week | * For Activity 12A, play music. Look for a variety of styles. * Review Persuasive letters from lesson 9 * Students continue to read novel |
| 13 | 1 week | * Pre-plan how students will be divided into debate teams (behavior, interest, level, skills, etc.) * Provide ample time for students to research and prepare for their debates. * If possible, locate resources in advance for students to reference during their research. * Make note of other ongoing homework (TG pg. 143) * Students continue to read novel |
| 14 | 1 week | * Pre-teach background of “I Have a Dream Speech.” If possible, locate web videos of actual speech * Students continue to read novel * Continue to do research for debate |
| 15 | 1 week | * This lesson is similar to Lessons 7 & 10. * Review with the whole class the history of Immigration laws and the Mexican/American experience. Introducing Cesar Chavez could be helpful. * Provide large chart paper for group discussions of novels. * Lesson progression is: Individual 🡪 small group 🡪 whole class 🡪 small group * Assign new books, pre-plan how students will be assigned to reading. You may wish to alter their groups at this point. Revisit your planning and implementation process from Lessons 5, 7 and 10. * The fourth novel synthesis will occur in Lesson 20 * Help students with process of interviewing someone (activity 15B) for their research. * Continue to do research for debate |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 16 | 1 week | * Pre-teach history of public school in America * Activity 16A might work best with large paper for timelines. * Provide time for students to present timelines to class. * Continue to do research and prepare for debate * Students continue to read their novel |
| 17 | 1 week | * Discuss as a class effective techniques for debating; review protocols and rules * Prepare students for peer evaluation process. * For part 2 (TG pg. 159) come up with 4 accessible debate topics * Students continue to read their novel |
| 18 | 1 week | * Provide needed background for students about the fall of the Iron Curtain (e.g. Regan’s speech to Gorbachev at Brandenburg Gate). * It may be helpful to reference Activity 9B to complete Activity 18C * Students continue to read novel |
| 19 | 1 week | * Locate examples of jingles and other examples of advertisements on the web. * Evaluating jingles would be a good activity for students to complete as small groups at stations. * Students continue to read novel |
| 20 | 1 week | * This lesson is similar to Lessons 7, 10 & 15. * Review with the whole class the history of Native Americans. * Provide large chart paper for group discussions of novels. * Lesson progression is: Individual 🡪 small group 🡪 whole class 🡪 small group * As this is the final literature circle discussion session, consider allowing students to free read a book they did not get the chance to read earlier in the unit. |
| 21 | 1 week | * Provide some background for the selection prior to the students reading it. * Students may benefit from the opportunity to act out the scene in small groups. |
| 22 | 1 week | * Review with students expectations for presentations * Allow time in class for students to prepare final aspects of their speeches. Consider alternate ways for students to present (technology, wax museum, etc. |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 23 | 1 week | * Provide chart paper in lieu of worksheets for Activities 23A & 23B. * Have students revisit work from Activity 7B or 7C |
| 24 | 1 week | * Use Post-assessment Packet from GATE Office |

Additional Notes:

* Please take photos of or submit copies of excellent student work samples to the GATE Office (Box 754)