

Sixth Grade Language Arts Curriculum

Sixth Grade Curriculum Emphasis

While all topics in the Sixth Grade Curriculum are taught for proficiency, special emphasis should be placed on the following with the expectation that students will leave sixth grade with a secure understanding. Curriculum details follow this summary.

Reading

- Making predictions
- Summarizing events
- Sequencing events
- Scanning for information
- Identifying personification, metaphors, similes
- Differentiating between fact and fantasy
- Distinguishing between fact and opinion
- Identifying and describe settings
- Making connections
- Recognizing high frequency words
- Identifying parts of a book

Writing

- Writing a five paragraph essay including a strong beginning and ending, elaboration of details, and logical sequence of events
- Using different points of view
- Structuring and organizing a persuasive essay
- Writing in first person and third person
- Comparing and contrasting
- Summarizing

Speaking

- Retelling stories
- Reciting poetry
- Asking questions to gather information or to clarify thoughts
- Presenting research orally
- Repeating directions
- Discussing stories
- Maintaining eye contact and effective posture
- Varying tone of voice
- Sharing feelings
- Recounting a personal event

Listening

- Presenting research orally
- Differentiating fact and opinion
- Differentiating fact and fantasy
- Interviewing

Viewing

- Make informed judgments about television, radio, and film presentations

Reading

An important goal of the reading program is to develop the students' understanding of and use of strategies so they may broaden their prior knowledge, improve comprehension, and enjoy their reading experiences. The teacher will help students to use Before Reading Strategies to activate past knowledge and experiences such as: brainstorming, predicting/ support, skim/ previewing, posing questions, and teaching vocabulary (e.g., context clues, prefixes, suffixes). During Reading Strategies will enable students to make personal connections, visualize, identify parts that confuse, monitor understanding, and recall information. After Reading Strategies will extend past knowledge, further understanding with the text and encourage connections to other texts. These strategies include skimming, rereading, questioning, visualizing, evaluating and adjusting, predictions, reflecting, inferring, note taking, and summarizing.

Students will read at least five of the following selections: *The Cay*, *Mrs. Frisby and the Rats of NIMH*, *Phantom Tollbooth*, *Where the Red Fern Grows*, *The Giver*, *A Wrinkle in Time*, *The Hobbit*, *Hatchet*, *Walk Two Moons*, *Daniel's Story*, *Deep Sea Explorer*, *Nightmare in History*, *Jar of Dreams*, *Hope Was Here*, *Pompeii*, *Crispin*, *Running Out of Time*, *The River*, *Maniac Magee*, *Maroo of the Winter Caves*, *The True Confessions of Charlotte Doyle*, *We Are Witnesses*, *Upstairs Room*, *Secret Garden*, *Retold Classic Myths*, *Abel's Island*, and *A Long Way From Chicago*. The novel study for each book lasts three to six weeks, and, initially, the class reads the same book. The teacher engages students in applying reading strategies, shows them how to conduct meaningful discussions, and models journal responses. These core books will introduce a theme such as: cultural diversity, societal rights and responsibility, power struggles and resolution of conflict, survival, self-esteem, self-reliance and interdependence, and coming of age/search for the real me. The reading of the core book may be followed by the use of literature circles using different titles related to the theme of the core novel. Students can read about the same topic using books at their instructional reading level. The theme can be further explored by the use of short stories, non-fiction works, poetry, newspaper and magazine articles, television shows, movies and plays.

Independent reading is critical to the success of the program, and teachers will strive to provide students with the opportunity to read books on their individual reading level and to respond to them appropriately. Students will be responsible for at least one oral presentation. Read-Aloud by the teacher, followed by discussion, is also an important part of the program. The selections could include poems, short stories, myths, fables, magazine or newspaper articles, or novels (including but not limited to any of the core novels).

Reading and the other language arts will be taught in a compatible manner.

Core Literature

For each selection, possible areas of focus in reading and writing are listed, as well as suggestions for extension and enrichment. These are intended as suggestions from which a teacher will select options that suit the learners' needs.

The Cay by Theodore Taylor

Reading

- Elements of story: plot, setting, and characters
- Vocabulary development
- Foreshadowing
- Character traits/support
- Character growth
- Character reversal
- Point of view
- Cause and effect
- Symbolism
- Sequence
- Context clues
- Outlining

Writing

- Phillip writes letter to mom urging her to change her view of Blacks
- Phillip writes letter to Henrick describing his predicament
- Eulogy for Timothy
- Summary of novel
- Diary entries
- Explanation of how "Give a man a fish and he eats for a day. Teach a man how to fish, and he eats for a lifetime." relates to the novel.
- Writing clear directions
- Possible essay questions: What is prejudice? What makes a hero?

Related Activities /Projects

- Blindfolded walk through school
- Research and learn Braille
- Survival project
- Research Caribbean, World War II, Martin Luther King, segregation

The Phantom Tollbooth by Norton Juster

Reading

- Elements of story
- Vocabulary development
- Characteristics of a fantasy
- Character development /compare and contrast how Milo changed
- Positive and negative connotation

Homophones/homographs
Alliteration
Personification
Create number puzzles, e.g., 24H in a D; 4Q in a G
QAR questions
Summarizing
Puns, Idioms

Writing

Compare the theme of the book to the poem “Slow Dance” or to “The Other Side of Things” (see appendix) or to the movie *The Secret of NIMH*.

React to “ The most foolish people in the world are those who are bored with life.”

Create and illustrate a passport including a description of all the places visited, the characters encountered, and the lessons learned.

Create a board game based on the novel including the characters, lessons, and the locations described in the novel. Question cards and instructions should be included. Students may add a new character, place and lesson.

Create posters illustrating idioms

Create a story map

Related Activities/Projects

Construct a dodecahedron

Illustrate each of the characters

Create a map of the lands

***Mrs. Frisby and the Rats of NIMH* by Robert C. O’Brien**

Reading

Elements of story

Vocabulary development

Discuss ways the author tells the reader about a character’s personality

Personification

Similes

Metaphors

Differentiate between reality and fantasy

Flashback

Points of view

Conflict in the plot: character vs. character; character vs. self; character vs. society; character vs. nature

Writing

Write a section of the story from another character’s point of view

React to “ The size of the brain is no measure of its capacity”

React to “ All doors are difficult to open until you find the key”

Diary entries

Compare and contrast the novel and the movie

Write cinquain poetry describing the characters and illustrate

Write a sequel

Related Activities/Projects

Draw pictures or make model of Mrs. Frisby's home

Write cinquain poetry describing the characters and illustrate

Act out a scene from the novel

Debate animal rights and medical testing or write a persuasive essay

Create a sketchbook using the details described in the novel

Where the Red Fern Grows by Wilson Rawls

Reading

Elements of story

Vocabulary development

Compare /contrast

Cause/effect

Similes /metaphors

Personification

Flashback

Foreshadowing

Writing

Respond to "A man is only as good as his word." or "There is a little good in all evil."

Write a eulogy for Little Ann and Old Dan

Create a newspaper including feature stories, editorial, front page, obituaries etc.

Related Activities/Projects

Research Ozark Mountains, coonhounds, or Indian legend

Role play scenes

View movie and compare/contrast with novel

A Wrinkle in Time by Madeleine L'Engle

Reading

Elements of story

Vocabulary development

Character development

Point of view

Cause and effect

Writing

Prepare Readers' Theater presentation

Read sequel *A Wind in the Door* and compare and contrast it with this story

Write a science fiction story

Related Activities/Projects

Investigate science fiction stories by other authors

Research our solar system

Create a city of the future

The Giver by Lois Lowery

Reading

Elements of story
Vocabulary Development
Fact and opinion
Sequencing
Conflict
Point of view
Symbolism
Characteristics of science fiction
Drawing conclusions

Writing

Possible persuasive essay topics: euthanasia, government control, genetic engineering
Response journal
Character diary
Write a sequel

Activities/Projects

Create a utopia
“Assign” careers and create a book of rules and instructions
Research the history of the bicycle
Make a video depicting a scene from the book
Create a quilt including scenes and characters from the novel

Daniel’s Story by Carol Matas

Reading

Elements of story
Vocabulary development
Sequencing
Cause and effect
Flashback
Point of view
Conflict
Character development

Writing

Discuss and write about the causes of prejudice and anti-Semitism
Write poetry from the character’s point of view
Write a sequel

Related Activities/Projects

Create a timeline of the major events

Photo-essay
View movie *Daniel's Story*
Research the history of the Jewish homeland

The Hobbit by J.R.R. Tolkien

Reading

Elements of story
Character development
Personification
Elements of fantasy
Cause and effect

Writing

Response journal
Story board
Compare movie and book

Related Activities/Projects

Character maps
Create a map
Puppet shows

Writing

The mini-lesson is an essential component of the writing model. It is an opportunity for the teacher to introduce or revisit a writing practice. Mini-lessons can provide instruction or strategies for following procedures, brainstorming ideas, choosing the elements of craft, creating interesting beginnings and conclusions, creating titles, revising, editing or publishing work. Teachers use a variety of brainstorming techniques to help their students learn how to develop ideas for their writing including webs, outlining, listing, the Inspiration program and writer's notebook. In addition, teachers use conferences, peer editing and rubrics to help pupils learn how to revise and edit their written work.

September/October

1. Structure of a paragraph emphasizing topic sentence and supporting details
2. Personal narrative

November/ December

1. Compare /contrast essay

January/February

1. Persuasive essay

March /April

1. Picture prompt/ Creative story
2. Persuasive essay or persuasive speech

May/June

1. Descriptive essay

In addition to the major pieces of writing, students will write letters, summaries of novels, diary entries, response journal entries, poetry, and responses to prompts. Students will also be given the opportunity to write on content area topics.

Examples of student work will be kept in the writing portfolio. Drafts, as well as polished pieces, will be included. The portfolio will be given to the student's seventh grade language arts teacher. At the end of eighth grade, the portfolio will be returned to the student.

Writing – Grammar

Students will use their knowledge of grammar to improve their writing and proof-reading skills. Teachers should reinforce skills using published literature and students' written work.

September

1. Classification of sentences
2. Complete subject and predicate
3. Simple subject and predicate
4. Subject in imperative and interrogative sentences
5. Compound subject and compound predicate

October

1. Compound sentences
2. Conjunctions
3. Combining simple sentences to create compound sentences
4. Correcting sentence fragments
5. Common nouns
6. Proper nouns
7. Singular and plural nouns

November

1. Singular and plural possessive nouns
2. Appositives
3. Action verbs

December

1. Main verbs and linking verbs
2. Direct and compound direct objects
3. Transitive and intransitive verbs
4. Being verbs and linking verbs
5. Verbs- past, present, future

January

1. Principal parts of verbs
2. Irregular verbs
3. Verb/ subject agreement
4. Verb/ compound subject agreement
5. Contractions
6. Sit/set; lie/lay; let/lay; teach/leave

February

1. Adjectives
2. Articles and demonstratives
3. Comparing with adjectives
4. Comparing with more and most
5. Proper Adjectives

March

1. Adverbs that modify verbs, adjectives and adverbs

2. Comparing with adverbs
3. Homophones
4. Homographs
5. Negatives
6. Distinguishing between adjectives and adverbs
7. Combining sentences with modifiers
8. Correct ending punctuation
9. Capitalizing proper nouns and adjectives
10. Interjections
11. Commas correcting
12. Abbreviations
13. Quotation marks
14. Titles

United Streaming

Language Arts –All – *Untamed World of English-*
Punctuation –A Beginner’s Guide
Commas and Colons
Dashes and Hyphens
Punctuation Pairs

April

1. Pronouns and antecedents
2. Subject and object pronouns
3. Possessive pronouns
4. Correct forms of pronouns in compound subjects and objects
5. Who, whom, whose
6. We and us with nouns
7. Indefinite pronouns
8. Synonyms and antonyms

May /June

1. Prepositions and prepositional phrases
2. Prepositional phrases as adjectives
3. Prepositional phrases as adverbs
4. Using prepositions correctly (in /into)
5. Expanding sentences with prepositional phrases
6. Combining sentences with prepositional phrases
7. Study of English words borrowed from other languages

Writing – Spelling

Students will use their knowledge of spelling to improve their writing and proof-reading skills. Teachers should reinforce spelling skills using published literature and students' written work.

September

1. Difficult letter combinations
2. Short vowel sounds
3. Long e sound
4. / u/ sound

October

1. Adding -ed or -ing to base words
2. Homophones

November

1. Unexpected consonant spellings
2. Double consonants

December

1. Compound words
2. The Ch and Sh sound

January

1. Easily confused words
2. Irregular plurals

February

1. Words that have parts that are spelled the same but pronounced differently
2. One word or two? (a lot, all ways always)
3. The schwa sound

March

1. Consonant sound R
2. Base words which change when adding suffixes
3. Unexpected spellings

April

1. Troublesome letter combinations
2. Words that end in -ate/-ive/-ship

May

1. Opposite prefixes
2. Words, which are spelled the same but, pronounced differently
3. Words with no sound clues
4. Negative prefixes

June

1. Suffixes –ance,-ence,-ant,-ent
2. Compound words -one word, two words, hyphenated
3. Words from Greek and Latin

Speaking

The main goal of speaking in the sixth grade curriculum is for students to gain confidence in expressing themselves orally. While some students are naturally effective oral communicators, others need the support of a non-judgmental atmosphere and frequent opportunities to practice oral skills. We see public speaking as a life skill, one that adults are called upon to use.

Speaking is seldom taught in isolation. Throughout the curriculum, especially in the earlier Reading section, opportunities are suggested for students to use public speaking. However, we cannot assume that students already know or will intuit the skills of public speaking.

There are overt skills that should be taught in mini-lessons and practiced in small-group as well as whole-class settings. These include:

- Speaking in a clear voice that can be heard by your audience
- Making eye contact with your audience
- Using notes effectively without reading them exclusively
- Standing and moving to reinforce your points and not distract your audience
- Making use of effective “props,” such as a poster or physical object

Students will be given opportunities throughout the school year to speak informally, such as reciting poems and repeating directions, as well as to make formal oral presentations. See Responses to Literature in the thematic section of this curriculum.

Listening

Listening is a subtle, but important, skill. Many adults do not so much listen as wait for their next opportunity to speak. We will teach directly the skills of active listening, which include

- Looking at the speaker
- Conveying attention with your body language
- Taking notes, as appropriate
- Listening to gain the speaker's meaning

We will also strive to listen actively to our students.

See the suggestions for Responding to Literature in the Sixth Grade Themes section for ideas about incorporating listening skills throughout the curriculum and throughout the school year.

Viewing and Media Literacy

This curriculum area has become extremely important with the explosion of resources available through the Internet. Film treatments of literature are another source that require viewing skills. In the Reading and Theme sections of this curriculum there are numerous references to films and to selections from United Streaming. In addition, suggestions for resources that can enhance and extend the study of fiction are included in the Internet Sites section.

We weave all of these suggested resources into the curriculum as they are appropriate. For example, a single scene from a film may be used to illustrate foreshadowing in a novel; an Internet site about civil rights may be used to help students gain additional facts and a deeper understanding of the context.

Language arts teachers will work closely with the technology teacher to help students become responsible Internet users who are aware of the limitations and pitfalls of the Internet as well as its many positive benefits.

Sixth Grade Themes and Related Materials

Survival, Self-Reliance, Self-Esteem, and Interdependence

Novels

The Cay by Theodore Taylor

Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien

Daniel's Story by Carol Matas

Hatchet by Gary Paulsen

Crispin: The Cross of Lead by Avi

A Wrinkle in Time by Madeleine L'Engle

Abel's Island by William Steig

The River by Gary Paulsen

The Phantom Tollbooth by Norton Juster

Maniac Magee by Jerry Spinelli

Maroo of the Winter Caves by Anne Turnbull

Non-Fiction

Pompeii: Nightmare at Midday by Kathryn Long Humphrey

Deep Sea Explorer: The Story of Robert Ballard by Rick Archbold

Poetry

Selections from Houghton Mifflin Invitations to Literacy – *Quest* anthology

“Twelve Below” by Will Hobbs page 56

“The Rescue” by Cynthia Rylant pages 126-127

“The Sea” by James Reeve

Short Stories/Excerpts

Fiction

Selections from Houghton Mifflin Invitations to Literacy – *Quest* anthology:

Excerpt from *Bearstone* by Will Hobbs pages 35-53

“Tonweya and the Eagles” Indian legend retold by Rosebud Yellow Rose pages 62-71

Excerpt from *Island of the Blue Dolphin* by Scott O'Dell pages 78- 97

Excerpt from *Miyax and the Wolves*, from *Julie of the Wolves* by Jean Craighead George (see Appendix)

Non-Fiction

Selections from Houghton Mifflin Invitations to Literacy – *Quest* anthology:

“Survival at Sea” by Ariane Randall pages 100-107 (a personal narrative)

“Surviving Epilepsy” by Eric Ibel, Jr. page 108 (a personal narrative)

Excerpt from *The Ice Man* by Don Lessem pages 300- 321

“Surviving a Spill” by Lawrence Pringle pages 598-603

“Sea Otter Rescue” from *National Geographic World* pages 622-625

Films

Rudy

Swiss Family Robinson

The Mighty

Iron Will

The Journey of Natty Gann

Far From Home—The Adventures of Yellow Dog

Incredible Journey

Empire of the Sun

United Streaming

Language Arts – All – *Abel's Island*

Health and Guidance – Self-Esteem – *Don't Pop Your Cork*

Striving for Perfection

Responses to Literature

Students may:

1. Create a *Survival* bulletin board to fill with newspaper and magazine stories of real life survival situations. Children will describe what happened and how the individual survived.
2. Create a classroom survival book including survival skills that will be researched by the students. Possible topics might include building a fire, building a shelter, and making water safe to drink.
3. Invite firefighters, policemen, army personnel, etc. to speak to the class about how they help others to survive.
4. Prepare a list of steps they would follow to prepare for a disaster such as a hurricane or blizzard.
5. Create a list entitled *How to Survive Sixth Grade* for future sixth graders.
6. Interview older people about their real-life survival stories and then transcribe the stories and combine them to make an anthology of survival tales.
7. Gather artwork which portrays the power of nature and the difficulty of surviving in its midst.
8. Reflect on why some people choose to test their survival skills, how does risking their lives make them feel, is that feeling worth the risk? What qualities do they share? Answers should be supported with examples from the stories.
9. Participate in a mock survival activity based on an excerpt from *Miyax and the Wolves*. (see Appendix)

Grade 6

Survival Theme Differentiation Ideas

The Cay

The River

Hatchet

Abel's Island

The Giver

**Compare main characters of the books:
Identify personality traits that lead to the ability to survive.**

1. Create a Venn diagram(pictorial or written to prepare for:)
 - A. Compare and contrast essay
 - B. Skeletal poem with fill in the blanks to compare characters
 - C. Imagine two of the main characters meeting. Write about an encounter between them in which they discuss their experience.(Puppet show, dramatize meeting, Powerpoint)
 - D. 3D sculptures representing the character traits of the main character
 - E. Make up a suitcase for each character containing items that reflect his traits, orally explain

Be able to identify techniques for survival:(all done in teams)

- A. Make a "How to " book.
- B. Choose 5 objects to take with you on your survival journey. Explain why you chose those things and support your explanations with reasons
- C. Create a data base of book marked survival sites on the internet. Write a short summary of each site.
- D. Create a web quest of sites for internet sites dealing with survival.
- E. Interview a safety professional

Identify conflicts found in the novels: character vs. character, character vs. self, character vs. society

- A. Distribute book excerpts. Students identify the conflicts present.

B. Choose a book conflict and dramatize it for the group.

C. Teams identify book conflict and create non-verbal, pictorial metaphors to express them (provide models based on fairy tale conflicts)

D. Identify a conflict that occurred in one of the novels and relate it to their own lives (people they know, books they've read, movies they've seen, personal

Identify literary symbols:

tree symbolizes independence and self reliance

hatchet symbolizes

1. Students identify cultural symbols: BMW/ success, wedding ring/fidelity, eagle/patriotism, light bulb/ thinking, arches/hamburgers, knife and fork/meal, heart/love, Coca Cola/ youth and fun, cane/old age, rattle/ baby,
2. Create/draw symbols to represent concepts they care about
3. Create a musical tape to express symbolization of emotions, themes, etc.
4. Identify and recite poems with symbolic meanings or phrases.
5. Write symbolic poetry.

Compare main characters of the books:

Identify personality traits that lead to the ability to survive.

1. Create a Venn diagram (pictorial or written to prepare for:)

Your task is to identify the personality traits of the main characters of the books you read. Then create a Venn diagram with your partner comparing and contrasting the two characters. You may use drawings, or magazine pictures to represent ideas on your diagrams.

Be sure your diagram has at the minimum:

1. 4 traits that are not the same about each character
2. 4 traits that are the same about each character
3. Create a companion T chart listing the trait and listing the evidence illustrates the trait from the book
 - A. Compare and contrast essay
 - B. Skeletal poem with fill in the blanks to compare characters
 - C. Imagine two of the main characters meeting. Write about an encounter between them in which they discuss their experience. (Puppet show, dramatize meeting, Powerpoint)
 - D. 3D sculptures representing the character traits of the main character
 - E. Make up a suitcase for each character containing items that reflect his traits, orally explain

Cultural Diversity

Novels

The Cay by Theodore Taylor
Daniel's Story by Carol Matas
Jar of Dreams by Yoshiko Uchida
Maniac Magee by Jerry Spinelli
Upstairs Room by Johanna Reiss
We Are Witnesses by Jacob Boas

Non-fiction

Nightmare in History by Miriam Chaikin

Poetry

Selections from Houghton Mifflin Invitations to Literacy – *Quest* anthology
“Subway Rush Hour” by Langston Hughes
I Never Saw Another Butterfly by Hana Volavkova
Witness by Karen Hess
“Where Are the Children?” by Miriam Klein Kassenoff (see Appendix)
“Where the Rainbow Ends” by Richard Rive (see Appendix)
“Shoes” by Anita Meyer Meinbach (see Appendix)
“The Ballad of Birmingham” by Randall Dudley (see Appendix)
“Incident” by Countee Cullen (see Appendix)
“Hangman” by Maurice Ogden (see Appendix)

Short Stories/Excerpts

Selections from Houghton Mifflin Invitations to Literacy –*Quest* anthology
“The Scholarship Jacket” by Marla Salinas pages 173-178
“Inderia the Magnificent ” by Tara Bonaparte pages 182-185
Excerpt from *The Star Fisher* by Lawrence Yep 186-201
Excerpt from *Pacific Crossing* by Gary Soto pages 437-449
Excerpt from *The Wrong Lunch Line* by Nicholasa Mohr pages 457-467
Selections from *Impact - 50 Short Stories* Holt:
“The Revolt of the Evil Fairies” by Ted Poston pages 117-123
“The Bracelet” by Yoshiko Uchida pages 108-116

Films

The Island on Bird Street
Daniel's Story
The Diary of Anne Frank

United Streaming

Health/Guidance – Prejudice – *Civil Rights: The Long Road to Equality*

Diversity: The World of Ethnic Man
Many Voices: A Sari Tale (Indian)
Many Voices: Food For Thought (Islamic)
Many Voices: Hair Scare (Hindu)
Many Voices: Quick to Judge (African- American)

Social Studies – All – *Holocaust, The Teenager’s Experience*
Holocaust in Memory of Millions

Language Arts – All – *Martin’s Big Words: The Life of Dr. Martin Luther King*

Responses to Literature

Students may:

1. Create large Venn diagrams to illustrate how a variety of people, places, or things share common ground.
2. Try something new from another culture or country. It might be a food, a game, a language or an article of clothing. Students may write about the experience.
3. Correspond with students from other countries.
4. Create a recipe book including each student’s favorite international recipe.
5. Hold an international fair celebrating each student’s cultural background.
6. Role-play ways of standing up for one’s beliefs and values.
7. Respond to the following quote by George Santayana “Those who cannot remember the past are condemned to repeat it.”
8. Write and illustrate a three line metaphor poem about prejudice (see Appendix)

Citizenship, Societal Rights, and Responsibilities

Novels

The Giver by Lois Lowry

A Wrinkle in Time by Madeleine L'Engle

The Phantom Tollbooth by Norton Juster

Running Out of Time by Margaret Peterson Haddix

Hope Was Here by Joan Bauer

Short Stories/Excerpts

Selections from Houghton Mifflin Invitations to Literacy – *Quest* anthology

Excerpt from *Talking Peace: A Vision for the Next Generation* by Jimmy Carter
pages 492-495

Excerpt from *Into the Mummy's Tomb* by Nicholas Reeves pages 232-243

Selection from *From One Experience to Another* edited by Dr. M. Jerry Weiss and Helen S. Weiss

“The Truth About Sharks” by Jay Bennett pages 15-30

Films

The Lion King

A Wrinkle in Time (mini-series)

Spiderman

Responses to Literature

Students may:

1. Write persuasive letters to a newspaper, magazine, etc. on a topic about which they feel strongly.
2. Debate if Howard Carter, a non-Egyptian, had the right to excavate Tutankhamen's tomb and unwrap the mummy.
3. Participate in a mock trial of a case involving rights and responsibilities.
(see Appendix)

Coming of Age / The Search for the Real Me

Novels

Walk Two Moons by Sharon Creech
Where the Red Fern Grows by Wilson Rawls
A Wrinkle in Time by Madeleine L'Engle
The Cay by Theodore Taylor
A Long Way from Chicago by Richard Peck
Hope Was Here by Joan Bauer
Hatchet by Gary Paulsen
The Phantom Tollbooth by Jester Norton
True Confessions of Charlotte Doyle by Avi
The Secret Garden by Frances Hodgson Burnett

Short Stories/Excerpts

Selections from Houghton Mifflin Invitations to Literacy – *Quest* anthology
 “The No Guitar Blues” by Gary Soto pages 133-143
 “When I Was a Kid” by Jim Abbot pages 146-148
Selection from *From One Experience to Another* edited by Dr. M. Jerry Weiss and Helen S. Weiss
 “The Truth About Sharks” by Joan Bauer pages 52-47

Poetry

Selection from Houghton Mifflin Invitations to Literacy – *Quest* anthology
 “Black Kid in a New Place” James Berry page 14

Plays

Selection from Houghton Mifflin Invitations to Literacy – *Quest* anthology
 “Anne of Green Gables” by Lucy M. Montgomery

Films

White Fang
October Sky
My Dog Skip
The Phantom Tollbooth

Responses to Literature

Students may:

1. Create a bulletin board entitled *Who's Who* to which everyone contributes one photo of themselves as a baby. Students can search for the “identity” of each photograph.
2. Create a classroom quilt with each square representing the interests of each student in the class.

3. Write a personal memoir.
4. Write a *Now and Then* poem about how they have changed mentally, physically, and emotionally.(see Appendix)
5. Map their personal history by collecting pieces of their past and present. They may include: copies of important papers such as birth certificates, announcements, report cards, favorite recipes, stories, customs, special artifacts, locks of hair, medals, and photographs.
6. Form groups to discuss their future. When the students have finished identifying possible goals, encourage them to select and elaborate on the goals that seem most appealing. Then students create a timeline that begins in the present and then indicates future achievements and goals. Students may create an autobiography and a portrait of their older selves.

Internet Sites

Please note that these are provided as a reference and guide. Franklin Lakes Schools is not responsible for the content of any site. Some sites may be defunct or the content may have changed. We suggest that you use a search engine to locate additional sites.

A Long Way From Chicago

http://www.eduplace.com/tview/pages/l/A_Long_Way_From_Chicago_Richard_Peck.html
<http://www.carolhurst.com/titles/alongway.html>

A Wrinkle in Time

Resources for teachers:

http://www.eduplace.com/tview/pages/w/A_Wrinkle_in_Time_Madeleine_L_Engle.htm
<http://www.sparknotes.com/lit/wrinkle/>

The Cay

Resources for teachers:

<http://wps.sd54.bc.ca/projects/cay/Comprehension.htm>
<http://www.mmhschool.com/teach/reading/spotlightonliterature/teachres/weblesson/2-6-6-12.html>
http://www.eduplace.com/tview/pages/c/The_Cay_Theodore_Taylor.html
<http://www.sdcoe.k12.ca.us/score/cay/caytg.html>

The Giver

http://www.eduplace.com/tview/pages/g/The_Giver_Lois_Lowry.html
<http://www.sparknotes.com/lit/giver/>
<http://www.sdcoe.k12.ca.us/score/Giver/givertg.htm>
http://www.mcdougallittell.com/disciplines/_lang_arts/litcons/giver/guide.cfm
<http://www.teachers.net/lessons/posts/473.html>
<http://www.teachers.net/lessons/posts/664.html>
<http://www.teachers-connect.net/TNT/mlp0043.htm>
http://theliterarylink.com/giver_lessons.html

Hatchet

<http://www.sparknotes.com/lit/hatchet/>
http://www.education-world.com/a_tsl/archives/01-1/lesson0036.shtml
http://www.millville.org/Workshops_f/revised_hatchet/hatchtxt/welcomefis.html
<http://www.planetbookclub.com/kids/archive/hatchet.html>
<http://www.sdcoe.k12.ca.us/score/hatch/hatchettg.htm>
<http://www.glencoe.com/sec/literature/litlibrary/pdf/hatchet.pdf>

The Hobbit

<http://www.sparknotes.com/lit/hobbit/>
<http://www.successlink.org/great2/g1156.html>
<http://7-12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nt.net%2F%7Etorino%2Ffern.html>

Hope Was Here

<http://www.joanbauer.com/hopeguide/during.htm>

The Phantom Tollbooth

Resources for teachers:

<http://www.sparknotes.com/lit/tollbooth/>

<http://www.mca.k12.nf.ca/phantom.htm>

<http://eduplace.com/tview/tviews/p/phantomtollbooth.html>

http://www.lpl.arizona.edu/~bcohen/phantom_tollbooth/

[\[12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nt.net%2F%7Etorino%2Ffern.html\]\(http://12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nt.net%2F%7Etorino%2Ffern.html\)](http://7-</p></div><div data-bbox=)

Resources for students:

<http://web.archive.org/web/20011214072540/http://www.geocities.com/TimesSquare/Fortress/2435/phantomtoll-main.html>

Walk Two Moons

Resources for teachers:

<http://www.learnnc.org/LearnNC/lessonp.nsf/printview/899C93793906E877852568AB007E50F1?OpenDocument>

<http://www.sparknotes.com/lit/twomoons/>

<http://www.sharoncreech.com/teach/teach-creech.pdf>

<http://www.harperchildrens.com/hch/parents/teachingguides/creech.pdf>

<http://www.lgusd.k12.ca.us/getstart/walktwomoons.html>

<http://www.spart5.k12.sc.us/TechTraining/InspirationMatrix.htm>

<http://libweb.uncc.edu/cimc/integration/Units/WalkTwoM.htm>

Resources for students

<http://www.sdsd.k12.wi.us/Middlestuff/Teacher%20web/Walk%20Two%20Moons.htm>

<http://www.quia.com/fc/30128.html>

http://www.cgibin.ncsu.edu/cep-bin/litjunc/processor.pl?pg=bookstuff&book=walk_two_moons

Where the Red Fern Grows

http://www.eduplace.com/tview/pages/g/The_Giver_Lois_Lowry.html

<http://www.sparknotes.com/lit/redfern/>

[\[12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nt.net%2F%7Etorino%2Ffern.html\]\(http://12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nt.net%2F%7Etorino%2Ffern.html\)](http://7-</p></div><div data-bbox=)

<http://www.sdcoe.k12.ca.us/score/redfern/redferntg.html>

<http://libweb.uncc.edu/cimc/integration/Units/RedFern.htm>

<http://www.westga.edu/~kidreach/redfern.html>