



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit: 1: Overview



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Unit 1: Author’s Point of View and Idea Development in *World without Fish*

In this unit, students are involved in a study of how an author introduces, illustrates, and elaborates on an idea and how an author conveys his or her point of view. Students will begin reading Mark Kurlansky’s *World without Fish*, a literary nonfiction text about the causes of and solutions to the problem of fish depletion. The focus of Unit 1 is the first half of the book, in which Mark Kurlansky describes the problem. Students will return to the final chapters of the book and his suggested solutions in Unit 3. In the first half of the unit, the focus is on tracing the idea of fish depletion across the first five chapters of the book: how the idea is introduced at the

beginning and how it is illustrated and elaborated on throughout the first half of the book. Through close reading of this text, students will learn multiple strategies for acquiring and using academic vocabulary. In the second half of the unit, students analyze Mark Kurlansky’s point of view in excerpts of the text and how he conveys that point of view. At the end of Unit 1, students are assessed on their analysis of the point of view and how it is conveyed in a new excerpt of the text.

Guiding Questions and Big Ideas

- **How does an author convey his or her point of view?**
- **How does an author introduce, illustrate, and elaborate on an idea?**
- *All life on earth is interconnected, and altered circumstances will change the order of life at sea—which will also change life on land.*

Mid-Unit 1 Assessment

Analyzing Idea Development in Chapter 3 of *World without Fish*

This assessment centers on NYSP12 ELA CCLS RI.6.2, RI.6.3, and RI.6.4. For this assessment, students read a new excerpt of *World without Fish* and use a graphic organizer to analyze how the author continues to illustrate and elaborate on the idea of fish depletion in the excerpt. They also answer selected response questions about word and phrase meaning.

End of Unit 1 Assessment

Analyzing Author’s Point of View and How it is Conveyed in Chapter 5 of *World without Fish*

This assessment centers on NYSP12 ELA CCLS RI.6.6. Students read a new excerpt from *World without Fish* and complete a graphic organizer requiring them to make a claim about Mark Kurlansky’s point of view of the codfish situation in the Grand Banks, use evidence from the text to support their claim, and analyze how the author conveys his point of view.



Content Connections

This module is designed to address English Language Arts standards as students read a literary nonfiction text about the causes of and solutions to the issue of fish depletion in the oceans. However, the module intentionally incorporates Science and Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 6–7)

- Theme 3: Time, Continuity, and Change: History as a formal study that applies research methods. Reading, reconstructing, and interpreting events, analyzing causes and consequences of events and developments, considering competing interpretations of events.
- Theme 4: Geography, Humans, and the Environment: Relationship between human populations and the physical world (people, places, and environments), impact of human activities on the environment, and interactions between regions, locations, places, people, and environments.

Social Studies Practices: Gathering, Using, and Interpreting Evidence, Grades 5–8:

- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- Descriptor 3: Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence

Science

Key Idea 3: Individual Organisms and Species Change Over Time

- 3.1b Changes in environmental conditions can affect the survival of individual organisms with a particular trait. Small differences between parents and offspring can accumulate in successive generations so that descendants are very different from their ancestors. Individual organisms with certain traits are more likely to survive and have offspring than individuals without those traits.
- 3.1c Human activities such as selective breeding and advances in genetic engineering may affect the variations of species.
- 3.2a In all environments, organisms with similar needs may compete with one another for resources.



Content Connections (continued)

- 3.2b Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to permit its survival. Extinction of species is common. Fossils are evidence that a great variety of species existed in the past.

Key Idea 7: Human Decisions and Activities have had a Profound Impact on the Physical and Living Environment

- 7.2a In ecosystems, balance is the result of interactions between community members and their environment.
- 7.2b The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long-term gradual changes (ecological succession).
- 7.2c Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.
- 7.2d Since the Industrial Revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.

Central Text

1. Mark Kurlansky, *World without Fish* (New York: Workman Publishing Company Inc., 2011), ISBN: 978-0-7611-5607-9.



This unit is approximately 2 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Introducing <i>World Without Fish</i>	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. 	<ul style="list-style-type: none"> Sticky notes for gist Text-Dependent Questions: Pages x–xii 	
Lesson 2	Introduction: The Ideas of Charles Darwin	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for pages x–xii (from homework) Text-Dependent Questions: Pages xii–xvii 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Introducing the Struggle for Survival in the Introduction of <i>World Without Fish</i>	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of the Introduction of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of the Introduction of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for pages xii–xvii (from homework) Text-Dependent Questions: Pages xx–xxii 	<ul style="list-style-type: none"> Tracing the Development of an Idea anchor chart Concentric Circles protocol
Lesson 4	Tracing the Idea of Fish Depletion: Chapter 1	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of pages 1-8 of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of Chapter 1 of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in an excerpt of Chapter 1 of <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 1” (from homework) Text-Dependent Questions: Pages 1–8 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart Back-to-Back, Face-to-Face protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Tracing the Idea of Fish Depletion: Chapter 2	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of pages 28-33 of <i>World without Fish</i>. I can use strategies to determine the meaning of words and phrases in this excerpt of Chapter 2 of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. I can analyze how Mark Kurlansky introduces the problem of fish depletion in an excerpt of Chapter 2 of <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 2” (from homework) Text-Dependent Questions: Pages 28–33 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart
Lesson 6	Mid-Unit Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i>	<ul style="list-style-type: none"> I can determine the main idea of an informational text based on details in the text. (RI.6.2) I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can use strategies to determine the meaning of words and phrases in an excerpt of Chapter 3 of <i>World without Fish</i>. I can analyze how Mark Kurlansky illustrates/elaborates on the problem of fish depletion in an excerpt of Chapter 3 of <i>World without Fish</i>. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 3” (from homework) Mid-Unit 1 Assessment: Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> 	<ul style="list-style-type: none"> Tracing the Development of an Idea anchor chart
Lesson 7	Reading for Gist and Answering Text-Dependent Questions: Chapter 4 of <i>World without Fish</i>	<ul style="list-style-type: none"> I can determine an author’s point of view or purpose in an informational text. (RI.6.6) I can explain how an author’s point of view is conveyed in an informational text. (RI.6.6) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of Chapter 4 of <i>World without Fish</i>. I can determine the meaning of unfamiliar words and phrases in an excerpt of Chapter 4. I can use evidence from the text to answer text-dependent questions. 	<ul style="list-style-type: none"> Structured notes for “The Story of Kram and Ailat: Part 4” (from homework) Text-Dependent Questions: Pages 52–61 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Analyzing Author's Point of View: Chapter 4 of <i>World without Fish</i>	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in an informational text. (RI.6.6) I can explain how an author's point of view is conveyed in an informational text. (RI.6.6) 	<ul style="list-style-type: none"> I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 4 of <i>World without Fish</i>. I can explain how he conveys his point of view. 	<ul style="list-style-type: none"> Structured notes for pages 52–61 (from homework) Author's Point of View graphic organizer: pages 52–61 Analyzing Author's Point of View anchor chart 	<ul style="list-style-type: none"> Analyzing Author's Point of View anchor chart
Lesson 9	Reading for Gist and Answering Text-Dependent Questions: Chapter 5 of <i>World without Fish</i>	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in an informational text. (RI.6.6) I can explain how an author's point of view is conveyed in an informational text. (RI.6.6) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) 	<ul style="list-style-type: none"> I can find the gist of pages 63–69 of <i>World without Fish</i>. I can determine the meaning of unfamiliar words and phrases in pages 63–69 of <i>World without Fish</i>. I can use evidence from the text to answer text-dependent questions. 	<ul style="list-style-type: none"> Structured notes for "The Story of Kram and Ailat: Part 5" (from homework) Text-Dependent Questions: Pages 63–69 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart
Lesson 10	Analyzing Author's Point of View: Chapter 5 of <i>World without Fish</i>	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in an informational text. (RI.6.6) I can explain how an author's point of view is conveyed in an informational text. (RI.6.6) 	<ul style="list-style-type: none"> I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 5. I can explain how he conveys his point of view. 	<ul style="list-style-type: none"> Structured notes for pages 63–69 (from homework) Author's Point of View graphic organizer: pages 63–69 	
Lesson 11	End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in an informational text. (RI.6.6) I can explain how an author's point of view is conveyed in an informational text. (RI.6.6) 	<ul style="list-style-type: none"> I can identify Mark Kurlansky's point of view. I can explain how Mark Kurlansky conveys his point of view. 	<ul style="list-style-type: none"> Structured notes for "The Story of Kram and Ailat: Part 6" (from homework) End of Unit 1 Assessment: Analyzing Author's Point of View and How it is Conveyed 	<ul style="list-style-type: none"> Graphic Novel: Tracing the Development of an Idea anchor chart Tracing the Development of an Idea anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite fishermen to speak to students about the methods they use for catching fish and the rules and regulations they have to follow.
- Invite a scientist to speak to students about biodiversity and fish depletion.

Fieldwork:

- Arrange for a visit to a local aquarium so students can learn more about biodiversity in the oceans.
- Arrange for a visit to a museum or exhibit about the Industrial Revolution.
- Arrange for a visit to a grocery store so students can see the fish available to buy.

Optional: Extensions

- An in-depth case study of depleted fish species and the impact of the depletion on humans and other species.
- A study of extinct species.
- A study of the depletion of a particular extinct species and the circumstances that led to its extinction, for example the Baiji white dolphin or the Javan tiger.



Preparation and Materials

This unit includes a number of routines.

In Lessons 1–10, students frequently read the graphic novel at the end of each chapter or reread an excerpt of the book *World without Fish* for homework. Once the routine is fully implemented (starting in Lesson 1), students will answer a focus question using evidence from the text each night.

1. Reading Calendar

- Students read excerpts of *World without Fish* for homework in Lessons 1–10. Each night, they either read the graphic novel or reread the excerpt of text read in class that day.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See Reading Calendar, below.

2. Structured Notes

Structured notes record students' thinking about a focus question specific to what they have been asked to read. Structured notes are organized by chapter and require students to read the excerpt, answer the focus question for the excerpt, and record evidence from the excerpt to support their answers to the questions. A generic version of the structured notes is provided in Lesson 1. You can either make multiple copies for students to use across lessons, or have students copy the structured notes recording form into their journals.

The calendar below shows what is due on each day.
You may modify this document to include dates instead of lessons.

Due at Lesson	Read the chapter/pages below:	Focus Question
2	Introduction: Pages x–xii	<p>How does Mark Kurlansky introduce his idea of fish depletion in the first few pages of <i>World without Fish</i>?</p> <p>Reread the excerpt of the Introduction you read today (pages x–xii), beginning with “Most stories about the destruction of the planet,” and stopping after the bolded words, “and more responsibilities than any other generation in history.” Use evidence flags to gather evidence as you read to answer the focus question on your structured notes.</p> <p>Key Vocabulary: cormorants, unravel, Industrial Revolution, generation</p>
3	Introduction: Pages xii–xvii	<p>How does Mark Kurlansky continue to introduce his ideas about fish depletion in the Introduction of <i>World without Fish</i>?</p> <p>Reread the excerpt of the Introduction you read today (pages xii–xvii), beginning with “One of the great thinkers,” and stopping at the end of page xvii. Use evidence flags to gather evidence as you read to answer the focus question on your structured notes.</p> <p>Key Vocabulary: biologically, various, variations, evolved, evolution, interconnected, origin, dominate, idly, thus, elaborate, voraciously, revolting, adapt, conflict, eliminated, abundant, minuscule, tendency, unforeseen</p>
4	Introduction: Page xxiv	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky introduce the idea of fish depletion in the graphic novel?</p> <p>Read “The Story of Kram and Ailat: Part 1” (the graphic novel) at the end of the Introduction of <i>World without Fish</i>. Answer the focus question on your structured notes.</p>
5	Chapter 1: Page 20	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 2” (the graphic novel) at the end of Chapter 1. Answer the focus question on your structured notes.</p>
6	Chapter 2: Page 38	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 3” (the graphic novel) at the end of Chapter 2. Answer the focus question on your structured notes.</p>

7	<p>Chapter 3:</p> <p>Page 50</p>	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 4” (the graphic novel) at the end of Chapter 3. Answer the focus question on your structured notes.</p>
8	<p>Chapter 4:</p> <p>Pages 52–61</p>	<p>What does Mark Kurlansky think about Thomas Henry Huxley’s ideas and the things he did in the late nineteenth century? Does he agree with him? Does he disagree with him? How do you know?</p> <p>Reread the excerpt of Chapter 4 that you read in class. Use evidence flags to help you gather evidence to answer this focus question on your structured notes.</p> <p>Key Vocabulary: myth, bounty, misconception, indestructible, Darwinism, posthumously, refuted, influential, promoting, anatomy, staunch, commissions, class, unobservant, avocations, contempt, preservation, interfering, objecting, Industrial Revolution, diminution, exhaustion, scarce</p>
9	<p>Chapter 4:</p> <p>Page 62</p>	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 5” (the graphic novel) at the end of Chapter 4. Answer the focus question on your structured notes.</p>
10	<p>Chapter 5:</p> <p>Pages 63–69</p>	<p>What does Mark Kurlansky think about fishermen around the world? How do you know?</p> <p>Reread the excerpt of Chapter 5 that you read in class today (pages 63–69). Use evidence flags to help you gather evidence to answer this focus question on your structured notes.</p> <p>Key Vocabulary: compensates, foreigners, rational, neglected, Viking, lava-encrusted, debate, intensified, economy, glaciers</p>
11	<p>Chapter 5:</p> <p>Page 76</p>	<p>What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?</p> <p>Read “The Story of Kram and Ailat: Part 6” (the graphic novel) at the end of Chapter 5. Answer the focus question on your structured notes.</p>



Chapter	Homework Focus Question	Answer with Evidence from the Text (with page number)