



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Overview



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Unit 2: Comparing Varying Points of View of the Same Topic or Event

In this unit, students are introduced to the performance task in order to give them a purpose for learning about the 1906 San Francisco earthquake. Students continue reading and discussing *Dragonwings*, but now also dig in more deeply to informational text about this time and place in history. Students are involved in a study of how a point of view is conveyed in an informational text about the earthquake and how an author introduces, illustrates, and elaborates on a topic within an excerpt of text. Students will read excerpts of “Comprehending the Calamity,” an informative report of the 1906 earthquake and fire by Emma Burke, who lived in San Francisco at the time and experienced the earthquake. As they read

the excerpts, students will identify her point of view of particular aspects of the event like the earthquake itself, the immediate aftermath, and the relief camps. They will also analyze how Burke introduces, illustrates, and elaborates on each of these aspects of the earthquake in the excerpts. In the second half of the unit, students write an essay explaining how the author’s purpose affects point of view. They compare and contrast Emma Burke’s point of view of the immediate aftermath of the earthquake with Moon Shadow’s point of view of the immediate aftermath and explain how they are different as a result of the author’s purpose.

Guiding Questions and Big Ideas

- **How does an author convey point of view?**
- **How does an author introduce, illustrate, and elaborate on an idea?**
- **How does an author’s purpose affect the narrator’s point of view?**
- *Understanding diverse points of view helps us to live in an increasingly diverse society.*
- *An author’s purpose affects the narrator’s point of view.*



Mid-Unit 2 Assessment	Short Response: Analyzing the Point of View: Relief Camps This assessment centers on NYSP12 ELA CCLS RI.6.3, RI.6.6 and RI.6.4. Students read a new excerpt from the text by Emma Burke. There are two parts to this assessment. In Part A, students determine word and phrase meaning from the excerpt and analyze how she has introduced, illustrated, and elaborated on the relief camps. In Part B, students determine the author's point of view and how it has been conveyed, using a graphic organizer that they have been using throughout the first half of the unit.
End of Unit 2 Assessment	Literary Analysis: How do the author's purposes affect the narrator's points of view of the immediate aftermath of the earthquake? This assessment centers on NYSP12 ELA CCLS W.6.2a, b, c, d, e, f, W.6.9, W.6.9a, L.6.2, L.6.2a, and L6.2b. Students write the final draft of their literary analysis essay in which they compare Moon Shadow's point of view of the immediate aftermath of the earthquake to Emma Burke's point of view in order to explain how author's purpose can affect the narrator's point of view.



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the 1906 San Francisco earthquake and fire. However, the module intentionally incorporates 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 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 2: Development, Movement, and Interaction of Cultures: Role of diversity within and among cultures. Aspects of culture such as belief systems, religious faith, or political ideas as influences on other parts of a culture such as its institutions or literature, music, and art.
- Theme 10: Global Connections and Exchange: Past, current, and likely future global interactions and connections. Cultural diffusion, the spread of ideas, beliefs, technology, and goods. Role of technology. Benefits/consequences of global interdependence (social, political, economic). Causes of and patterns of migration of people. Tension between national interests and global priorities.

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

Central Texts

1. Laurence Yep, *Dragonwings* (New York: HarperCollins Publishers Inc., 1975), ISBN: 978-0-064-40085.
2. Emma M. Burke, “Comprehending the Calamity,” *Overlook Magazine*, June 1906 (excerpts).



This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Launching the Performance Task: The 1906 San Francisco Earthquake and Fire	<ul style="list-style-type: none"> I can use a variety of media to develop and deepen my understanding of a topic or idea. (RI.6.7) I can interpret information presented in different media and formats. (SL.6.2) 	<ul style="list-style-type: none"> I can use a photograph, a video, and a text excerpt to find out more about an event. 	<ul style="list-style-type: none"> KWL anchor chart 	<ul style="list-style-type: none"> KWL
Lesson 2	Introducing “Comprehending the Calamity”	<ul style="list-style-type: none"> 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 the earthquake excerpt of “Comprehending the Calamity.” I can determine the meaning of unfamiliar words and phrases in the earthquake excerpt of “Comprehending the Calamity.” I can explain how Emma Burke introduces, illustrates, and elaborates on the 1906 San Francisco earthquake in “Comprehending the Calamity.” 	<ul style="list-style-type: none"> Structured Notes 	<ul style="list-style-type: none"> Introducing, Illustrating, and Elaborating Concentric Circles protocol
Lesson 3	Analyzing Author’s Point of View: Earthquake Excerpt of “Comprehending the Calamity”	<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 Emma Burke’s point of view of the earthquake. I can explain how Emma Burke conveys her point of view of the earthquake. 	<ul style="list-style-type: none"> Author’s Point of View Graphic Organizer: Earthquake Excerpt 	<ul style="list-style-type: none"> Author’s Purpose



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Finding the Gist of the Immediate Aftermath Excerpt of “Comprehending the Calamity”	<ul style="list-style-type: none"> 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 the immediate aftermath excerpt of “Comprehending the Calamity.” I can determine the meaning of unfamiliar words and phrases in the immediate aftermath excerpt of “Comprehending the Calamity.” I can explain how Emma Burke introduces, illustrates, and elaborates on the immediate aftermath of the 1906 San Francisco earthquake and fire in “Comprehending the Calamity.” 	<ul style="list-style-type: none"> Structured notes 	<ul style="list-style-type: none"> Introducing, Illustrating, and Elaborating
Lesson 5	Analyzing Author’s Point of View: Immediate Aftermath Excerpt of “Comprehending the Calamity”	<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 Emma Burke’s point of view of the immediate aftermath of the 1906 San Francisco earthquake. I can explain how Emma Burke conveys her point of view of the immediate aftermath the 1906 San Francisco earthquake. 	<ul style="list-style-type: none"> Author’s Point of View Graphic Organizer: Immediate Aftermath Excerpt 	
Lesson 6	Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps	<ul style="list-style-type: none"> 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) 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 determine the meaning of unfamiliar words and phrases in an excerpt of “Comprehending the Calamity.” I can explain how Emma Burke introduces, illustrates, and elaborates on the relief camps in “Comprehending the Calamity.” I can identify Emma Burke’s point of view of the relief camps in “Comprehending the Calamity.” I can explain how Emma Burke conveys her point of view of the relief camps in “Comprehending the Calamity.” 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed Mid-Unit 2 Assessment Part B: Determining the Author’s Point of View and How it Is Conveyed 	<ul style="list-style-type: none"> Introducing, Illustrating, and Elaborating Vote with Your Feet discussion protocol



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Qualities of a Strong Literary Analysis Essay	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) 	<ul style="list-style-type: none"> I can find the gist of the model literary analysis essay. I can determine the main ideas of a model literary analysis essay 	<ul style="list-style-type: none"> Model literary analysis annotations Mix and Mingle class discussion 	
Lesson 8	Reading for Gist and Analyzing Point of View: Moon Shadow	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in an informational text. (RI.6.6) 	<ul style="list-style-type: none"> I can analyze the structure of a model literary essay. I can identify Moon Shadow's point of view in an excerpt of <i>Dragonwings</i>. 	<ul style="list-style-type: none"> Structured notes Qualities of a Strong Literary Analysis Essay anchor chart Analyzing Moon Shadow's Point of View of the Immediate Aftermath graphic organizer 	<ul style="list-style-type: none"> Qualities of a Strong Literary Analysis Essay
Lesson 9	Making a Claim: Emma Burke's Point of View of the Immediate Aftermath of the Earthquake	<ul style="list-style-type: none"> I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels; and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) 	<ul style="list-style-type: none"> I can make a claim about Emma Burke's point of view of the immediate aftermath of the earthquake. I can skillfully select the best evidence to support my claim. I can draft the first body paragraph of my literary analysis essay. 	<ul style="list-style-type: none"> Making a Claim Graphic Organizer: Emma Burke's Point of View of the Immediate Aftermath Draft of body paragraph 1 of literary analysis essay 	<ul style="list-style-type: none"> Qualities of a Strong Literary Analysis Essay



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Making a Claim: Moon Shadow's Point of View of the Immediate Aftermath	<ul style="list-style-type: none"> I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2d) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels; and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a) 	<ul style="list-style-type: none"> I can make a claim about Moon Shadow's point of view of the immediate aftermath. I can develop my claim using concrete details and quotations. I can draft the second body paragraph of my literary analysis essay. 	<ul style="list-style-type: none"> Structured notes Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath Draft of body paragraph 2 of literary analysis essay 	<ul style="list-style-type: none"> Qualities of a Strong Literary Analysis Essay
Lesson 11	Planning for Writing: Introduction and Conclusion of a Literary Analysis Essay	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can introduce the topic of my text. (W.6.2a) I can construct a concluding statement or section of an informative/explanatory text. (W.6.2h) 	<ul style="list-style-type: none"> I can identify and name key features of a strong introduction and conclusion for a literary analysis essay. I can draft the introduction and conclusion of my literary analysis essay. 	<ul style="list-style-type: none"> First draft of literary analysis essay Self-assessment against Rows 1 and 3 of Grade 6 New York State Expository Writing Rubric 	<ul style="list-style-type: none"> Qualities of a Strong Literary Analysis Essay Author's Purpose
Lesson 12	Analyzing the Purpose of a Newspaper Article	<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 write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) 	<ul style="list-style-type: none"> I can find the gist of a model newspaper article. I can determine the angle of a model newspaper article. I can determine the purpose of a newspaper article and explain what readers expect from a newspaper article. 	<ul style="list-style-type: none"> Model newspaper article annotations Team Chalk Talk chart 	<ul style="list-style-type: none"> Newspaper Article Criteria anchor chart



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Researching Facts	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can conduct short research projects to answer a question. (W.6.7) 	<ul style="list-style-type: none"> I can research to find factual information to use in my newspaper article. 	<ul style="list-style-type: none"> Researching Factual Information graphic organizer 	<ul style="list-style-type: none"> Newspaper Article Criteria anchor chart
Lesson 14	End of Unit 2 Assessment: Final Literary Analysis	<ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2) I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2a) I can spell correctly. (L.6.2b) 	<ul style="list-style-type: none"> I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers. I can use teacher feedback to revise my argument essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric. 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Final Draft of Literary Analysis Essay 	



Optional: Experts, Fieldwork, and Service

Experts:

- Ask recent immigrants to the United States to speak with the class about the experience of coming to a new country and fitting into a new culture.

Fieldwork:

- Arrange for a visit to a museum or exhibit about earthquakes, so students can learn more about earthquakes and the aftermath.
- Arrange for a visit to a local Chinatown, so students can compare the buildings and architecture to those outside Chinatown.
- Arrange for a visit to a flight/aviation museum or exhibit, so students can learn more about early flying machines like those described in *Dragonwings*.

Optional: Extensions

- A study of earthquakes and natural disasters
- A study of the history of a local Chinatown
- A study of the history of flight



Preparation and Materials

This unit includes a number of routines that involve stand-alone documents.

In Lessons 1–8, students continue to read a section of the novel *Dragonwings* for homework. As in Unit 1, students will answer a point-of-view focus question using evidence from the text each night. Once students have finished reading *Dragonwings*, their homework will consist of work that will help them to write their literary analysis for the end of unit assessment.

1. Reading Calendar

- Students read *Dragonwings* for homework for Lessons 1–8. Each night, they read either a chapter or part of a chapter.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See stand-alone document.

2. Structured Notes

Students will do a “first read” of several chapters of *Dragonwings* each night. The structured notes record their thinking about a point-of-view focus question specific to that chapter as they do this initial read. Structured notes are organized by chapter and require students to read the chapter, answer the point-of-view focus question for each chapter, and record evidence from the chapter to support their answers to the questions.



Reading Calendar

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:	Point-of-View Focus Question
1	Chapter 7 “Educations” pp. 145–150, stopping near the end of the page after, “Father and I excused ourselves and left.”	<p>What are the differences between how Miss Whitlaw views dragons and how Moon Shadow views dragons?</p> <p>Use evidence flags to identify text details in this part of the chapter to support your answer. In your structured notes, answer the question using text evidence.</p> <p>Key Vocabulary: faithfully, arithmetic, reeducating, proprieties, fumbled, misgivings, sinuous, patronizing, boarders</p>
2	Chapter 7 “Educations” pp. 156–170, starting with, “It was about two demon weeks after the water-pump incident.”	<p>In the rest of Chapter 7 the two cultures, Tang and demon, are beginning to come together and learn about each other’s way of life. How does Moon Shadow begin to “fit in” with the demon culture in this chapter?</p> <p>Use evidence flags to identify text details from the rest of Chapter 7. In your structured notes, answer the questions using text evidence.</p> <p>Key Vocabulary: aeronautical, schematics, erratically, configuration, triumphantly, exasperated, whoppers, conspiratorially, loftily, skittering, revolutions, ambition</p>
3	Chapter 8 “Earth, Wind, and Water”	<p>Throughout this whole chapter the Tang culture and the demon culture intermix as the characters do things together. What are some things the characters learn they have in common as human beings, regardless of their different cultures?</p> <p>Use evidence flags to identify text details from Chapter 8 to answer the question above. In your structured notes, answer the questions using text evidence.</p> <p>Key Vocabulary: correspondence, sullenly, perpendicular, indecisively, exhilarating, wistfully squid, patronized, constellations</p>
4	Chapter 9 “The Dragon Wakes” pp. 189–206, stopping at, “... while Father picked up his hats, dusted them off, and set them on his head one by one.”	<p>“The dragon wakes” is a metaphor for a big event in this chapter. What is the event? How do Moon Shadow’s beliefs about dragons help him understand what is happening?</p> <p>Use evidence flags to identify text details that show how Moon Shadow is trying to understand what just happened. In your structured notes, answer this question using the text evidence.</p> <p>Key Vocabulary: acquire, monopolized, banquet, boycott, exasperated, undulate, ominously eerie, rubble, trundled</p>



Reading Calendar

Due at Lesson	Read the chapter/pages below:	Point-of-View Focus Question
5	<p>Chapter 9</p> <p>“The Dragon Wakes”</p> <p>pp. 206–222, starting with, “I don’t think the demons were necessarily bad for not wanting to help others.”</p>	<p>How does Yep help you, the reader, experience what it was like to live through this big event?</p> <p>Use evidence flags to identify text details from this part of Chapter 9 where you can see, feel, or hear what it was like to live through this big event. In your structured notes, answer the questions using text evidence. For each of your evidence flags, identify the writing technique Yep uses to help you experience what it was like to live through this event, to see, feel or hear it (e.g. simile, metaphor).</p> <p>Key Vocabulary: deliberately, unruly, collapse, tottering, misery, martial law, salvaging, possessions, refuge,</p>
6	<p>Chapter 10</p> <p>“Aroused”</p> <p>pp. 223–236 ending with, “All in all, it was a fine evening and we were sorry it had to come to an end.”</p>	<p>How does Moon Shadow view the demons after the earthquake? Use evidence flags to identify text details from across the chapter that show Moon Shadow’s view of the demons after the earthquake.</p> <p>Choose the flag that is an example that you feel is most powerful. In your structured notes, answer the question with the example you think is most powerful and explain why you think it is the most powerful to show Moon Shadow’s point of view.</p> <p>Key Vocabulary: harmony, immoveable, forlorn, plumes, latrine, improvise, perverse, meager</p>
7	<p>Chapter 10</p> <p>“Aroused”</p> <p>pp. 236–256 starting with, “Three days later, on a Saturday morning ...”</p>	<p>No focus question for this chapter.</p> <p>Key Vocabulary: cisterns, malicious, rebellion, orneriest, sardonically, scandalized</p>
8	<p>Chapter 11</p> <p>“Exile”</p>	<p>This chapter ends with the line, “There was some beauty to life after all, even if it was only the beauty of hope.” What does Moon Shadow talk about in this chapter that gives him hope and something to believe in?</p> <p>Use evidence flags to identify text details that give Moon Shadow hope and something to believe in. In your structured notes, answer the questions with the text evidence you flag.</p> <p>Key Vocabulary: plateau, helter-skelter, ramshackle, revelations, translucent, struts, propellers, banking, spectators, christen, extension, sacred</p>



Reading Calendar

Due at Lesson	Read the chapter/pages below:	Point-of-View Focus Question
9	Chapter 12 and the Afterword "Dragonwings"	<p>Give Chapter 12 a new title. Use evidence flags to identify details in the story that guided you to this title. In your structured notes, write down your new title and explain the reasons for your title using the details in the story that guided you.</p> <p>Key Vocabulary: abominable, sternly, penance, bristling, folly, jargon, dubiously, auspicious, mortician, lurched, lavished, cannibalized, cantankerous</p>



Structured Notes

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