

LIVING IN SOCIETY: CONFORMING TO EXPECTATIONS

Identified Outcomes		
<p>At the end of the unit, students should be able to explain how society impacts us and also how we could impact society. Students should be able to articulate how technology has shaped society. Moreover, students should understand how word choice impacts moods of a text and how we could manipulate our message using effective word choice.</p>		
Virginia Standards of Learning (SOL)	Essential Understandings	Essential Knowledge, Skills, and Processes
<p>6.4c Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>	<p>Recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.</p>	<p>Use context clues to determine meanings of unfamiliar words in text, such as examples, restatements, and contrast.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.</p>
<p>6.4d Identify and analyze the construction and impact of figurative language.</p>	<p>Recognize that figurative language enriches text.</p>	<p>Identify figurative language in text, including simile, hyperbole, and personification.</p>
<p>6.5e Describe how word choice and imagery contribute to the meaning of a text.</p>	<p>Understand that the author uses images to craft a message.</p> <p>Recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.</p>	<p>Notice an author’s craft, including use of</p> <ul style="list-style-type: none"> ● Language patterns ● Sentence variety ● Vocabulary ● Imagery ● Figurative language ● Word choice to develop mood and tone
<p>6.5h Identify and analyze the author’s use of figurative language.</p>	<p>Understand that imagery and figurative language enrich texts.</p>	<p>Recognize and analyze an author’s use of figurative language including</p> <ul style="list-style-type: none"> ● Simile ● Hyperbole ● Metaphor ● Personification
<p>6.5i Compare/contrast details in literary and informational non-fiction texts.</p>		<p>Compare and contrast two or more texts on the same topic or with similar themes.</p>
<p>6.5k/6.6k Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>Recognize an author’s use of technical vocabulary.</p> <p>Understand that there are strategies including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary.</p>	<p>Use context, structural analysis, and reference sources to determine the meaning of unfamiliar and technical vocabulary.</p> <p>Demonstrate comprehension and apply strategies to write about what is read.</p>
<p>6.6j Analyze ideas within and between selections providing textual evidence.</p>		<p>Identify similarities and differences in the information found in several sources about the same topic.</p>
<p>6.7b Choose audience and purpose.</p>		<p>Identify audience and purpose for any piece of writing.</p>

6.7c Use a variety of prewriting strategies to generate and organize ideas.		
6.7d Organize writing to fit mode or topic.		<p>Compose with attention to central idea, unity, elaboration, and organization.</p> <p>Identify audience and purpose for any piece of writing.</p> <p>Write expository texts to examine a topic and convey ideas, concepts, and information.</p>
6.7j Select vocabulary and information to enhance the central idea, tone and voice.	<p>Understand that vocabulary impacts tone and must be selected with awareness of audience and purpose.</p> <p>Understand that writing should be purposefully crafted with attention to</p> <ul style="list-style-type: none"> ● Deliberate word choice ● Precise information and vocabulary ● Tone and voice 	
6.7l Revise writing for clarity of content including specific vocabulary and information.		<p>Revise drafts for improvement using teacher assistance and peer collaboration.</p> <p>Understand that revising to improve a draft includes rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise.</p>
6.8f Choose adverbs to describe verbs, adjectives, and other adverbs		

Driving Question(s)

What is the individual's obligation to others, self, and society?

At what point is it necessary to disrupt the law?

What are the disadvantages of societal conformity?

To what extent does technology serve us?

How can technology influence us?

How can high standards of morality be considered dangerous?

How can fear cause someone to conform?

Day 1

GRADE LEVEL/SUBJECT: English 6

Daily Practices

- Confer with students and formatively assess individual reading, writing, and thinking, while recording anecdotal notes.
- Use formative assessment to determine which individuals or small groups need guidance.
- Move fluidly between I Do, We Do, and You Do as guided by formative assessment and observation.

Intentional Reading 15-30 mins (this can occur at any point of the class)

- Students independently read their choice books.
- Match students with books.
- Conference with students regarding comprehension
- Return graded feedback from previous day's formative assessment, and conference with two to three students to move them forward.

Instructional Sequence (activate prior knowledge, model, guided practice, application)

Writing/Seed Journal

- Select a writing seed and direct students to write to the seed prompt for 5-7 minutes. Possible writing seeds are photos, quotes, poems, picture book read aloud, etc. Today's writing seed should relate to the unit's theme of conformity and individuality.
- Model seed writing under document camera as students write, including making revisions.
- Complete the [FOUR CORNERS](#) anticipatory activity.

- Print and cut out excerpts from Thoreau's "Civil Disobedience."
- Distribute students into small groups of 3-5.
- Distribute the excerpts to students. Each student should receive one excerpt.
- Each student should read his/her provided excerpt. Remind students to use close reading strategies. Let them know that they will be responsible to summarize their excerpt to their small group peers.
- Students will share out a summary of their excerpts within their small groups.
- Each small group will formulate a group summary of the entire "Civil Disobedience" text. Encourage groups to think about the big ideas from the text. Small groups may use chart paper and markers to draw pictures or write sentences that reflect Thoreau's message. Each group will share out to the whole class.

- Explain to students that today we will be noticing the way sentences are structured and the specific words that are chosen as we read. These sentences and words influence the way that we feel when we read. The way that we feel is called the mood.
- Ask students to go back to "Civil Disobedience" and find sentences and words that contribute to the overall mood. You may need to model this for students prior to releasing them.

- Confer with students or initiate small groups for remediation or enrichment.
- Remember to:
 - Confer with students and formatively assess individual reading, writing, and thinking, while recording anecdotal notes
 - Use formative assessment to determine which individuals or small groups need guidance
 - Move fluidly between I Do, We Do, and You Do as guided by formative assessment and observation

Closure 5-10 mins (summarizes the knowledge and skills developed)

- Students share with an elbow partner a word or sentence they found in “Civil Disobedience” that contributed to the mood.
- Volunteers may share out to the whole class.

Day 2

GRADE LEVEL/SUBJECT: English 6

Daily Practices

- Confer with students and formatively assess individual reading, writing, and thinking, while recording anecdotal notes.
- Use formative assessment to determine which individuals or small groups need guidance.
- Move fluidly between I Do, We Do, and You Do as guided by formative assessment and observation.

Intentional Reading 15-30 mins (this can occur at any point of the class)

- Students independently read their choice books.
- Match students with books.
- Conference with students regarding comprehension
- Return graded feedback from previous day's formative assessment, and conference with two to three students to move them forward.

Instructional Sequence (activate prior knowledge, model, guided practice, application)

Writing/Seed Journal

- Select a writing seed and direct students to write to the seed prompt for 5-7 minutes. Possible writing seeds are photos, quotes, poems, picture book read aloud, etc. Today's writing seed should relate to the unit's theme of conformity and individuality.
- Model seed writing under document camera as students write, including making revisions.
- Review yesterday's close reading of "Civil Disobedience" and recap the class's discussion.
- Distribute a sticky note to each student. On the sticky note, students should list all material items they have bought (or their parents have bought for them) within the last few months. This could include sportsgear, bathing suits, cell phones, iPads, AirPods, sneakers, backpacks, etc. Have students post their sticky notes on the board when they finish.
- Read aloud and categorize the sticky notes: NEED vs. WANT. This will spark an interesting conversation. You could also have a discussion about how social media influenced these purchases.
- Distribute copies of two nonfiction articles related to conformity and social media. See last page of this document for a few suggestions.
- Ask students to read and annotate the texts using close reading strategies.
- Ask students to respond to the texts in their journals. These responses could include their opinions about the author's view or effective writing techniques used by the author.
- Facilitate a class discussion about how these nonfiction articles compare with Thoreau's "Civil Disobedience."
- Release students to return to their journal entries from earlier in the class period. Ask them to synthesize the class discussion, adding in Thoreau's viewpoint of conformity and individuality.

- Ask students to revise their writing for a specific skill (i.e. verb tense, subject-verb agreement, punctuation, etc.) to reinforce writing and grammar practice.

Closure 5-10 mins (summarizes the knowledge and skills developed)

- Students share their journal responses with an elbow partner.
- Volunteers may share out to the whole class.

Day 3

GRADE LEVEL/SUBJECT: English 6

Daily Practices

- Confer with students and formatively assess individual reading, writing, and thinking, while recording anecdotal notes.
- Use formative assessment to determine which individuals or small groups need guidance.
- Move fluidly between I Do, We Do, and You Do as guided by formative assessment and observation.

Intentional Reading 15-30 mins (this can occur at any point of the class)

- Students independently read their choice books.
- Match students with books.
- Conference with students regarding comprehension
- Return graded feedback from previous day's formative assessment, and conference with two to three students to move them forward.

Instructional Sequence (activate prior knowledge, model, guided practice, application)

Writing/Seed Journal

- Select a writing seed and direct students to write to the seed prompt for 5-7 minutes. Possible writing seeds are photos, quotes, poems, picture book read aloud, etc. Today's writing seed should relate to the unit's theme of conformity and individuality.
- Model seed writing under document camera as students write, including making revisions.
- Review the historical context of Thoreau's "Civil Disobedience." Emphasize that the essay was written in the spirit of that time period, yet it is still relevant in today's society.

Select **one** out of the two activities below. These activities could serve as an assessment:

SOCRATIC SEMINAR

- Explain to the students that the class will participate in a Socratic seminar. Provide them with expectations and guidelines on having an academic, collegial conversation. If you haven't facilitated a Socratic seminar, I suggest researching the logistics behind it, as you will find many best practices available on the Internet.
- Distribute a small set of open-ended questions that relate to the theme of conformity, individuality, and Thoreau's holistic viewpoints. Allow students some time to answer the questions. You may also want to require students to formulate their own questions (2-3) that are open-ended and would promote rich discussion. This would require some modeling and guidance about what constitutes a quality discussion question.
- Ask students to move their chairs into the inner circle/outer circle format of Socratic seminar.

- Facilitate Socratic seminar. This conversation should be rich in conversation about Thoreau's tone, the text's mood, and overall main idea of "Civil Disobedience." The conversation should connect Thoreau's message to modern day society.

PHILOSOPHICAL CHAIRS

- Explain to the students that the class will participate in philosophical chairs. Provide them with expectations and guidelines on having an academic, collegial debate. If you haven't facilitated a philosophical chair session, I suggest researching the logistics behind it, as you will find many best practices available on the Internet.
- Ask students to revisit the articles from yesterday's lesson, or you may distribute new articles with the same theme.
- Select one of the Four Corners questions (from Day One) and write it on the board. Ask students to either agree or disagree. If they are unsure, it's fine if they are undecided at this time.
- Ask students to move their chairs to Agree, **Disagree**, or **Unsure** side of the room.
- Facilitate a philosophical chair debate. This debate should be rich in conversation and students should cite textual evidence from their articles.

Closure 5-10 mins (summarizes the knowledge and skills developed)

- Debrief as a class about how the discussion or debate went. Look for Glows and Grows.