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Discovering Our World [6th grade]

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UNDERSTANDING BY DESIGN

Unit Title: Discovering Our World

Grade Level: 6th

Subject/Topic Area(s): Reading

Designed By: Vanessa Sanchez

Time Frame:

School District (One Designer): North East Independent School District

School: W. W. Jackson Middle School

School Address and Phone:

Brief Summary of Unit:

In this unit for 6th graders, students will bridge their understanding between reading for information and reading solely for entertainment. Students will develop an understanding of the connection between discovery and reading as well as understanding that they are discoverers in their own right.

Students will construct a fact book that includes information from various sources on the areas we have covered as well as constructing an analysis and explanation of their decisions. The assessments will provide students the framework to adjust perceptions and utilization of resources to match the purpose of their actions.

In the end, students will understand that reading is a vital key to learning, even through fiction, and that discoveries are made by various people every day. Students will develop a dedication for reading for a purpose and form a lasting connection to discoveries in the world that have affected their lives.

Unit: Discovering the World

Grade: 6th

Stage 1: Desired Results Content Standards (TEKS)

- 6.9: acquire an extensive vocabulary
 - A: listening to selections read aloud
- 6.7: read with fluency and understanding
 - C: demonstrate characteristics of fluent and effective readers
 - D: adjust reading rate
- 6.10: comprehends selections using a variety of strategies
 - D: describe mental images evoked by text
- 6.11 : expresses and supports responses to various types of texts
 - C: refers to aspects of text and own experiences
- 6.13: inquires and conducts research with variety of sources
 - C: use multiple sources to locate information
 - H: use compiled info and knowledge to raise additional, unanswered questions.

Understandings

Students will understand that...

- Reading is a vital key to discovery.
- Discoveries can be planned or accidental.
- Entertainment and information can be found in the same book.

Essential Questions

- How do I discover my world?
- Why do we read? Can we find facts and fun in one book?
- Are the best discoveries planned or accidental?
- What is the greatest discovery? How would our world change if it had never been discovered?

Knowledge

Students will know:

- That information and entertainment can be found in all books.

Skills

Students will be able to:

- Use expression and fluency when reading aloud.

- Discoveries have occurred by accident.
- Different sources are available for finding information.
- Greece has an abundant history and culture.
- The why's and how's of castles.

- Adjust reading rate for various tasks.
- Express personal connection to information and forge a line of empathy.
- Use a variety of sources to research a chosen location and discovery.

Stage 2: Assessment Evidence

Performance Task:

1. Enriched:

The Greatest Discovery is Here!

- Next year the government will announce the greatest discovery in the world. You have decided to enter a contestant! Use the decision making model to construct the criteria you want to consider when choosing your discovery.
- Once the criteria for choosing a candidate has been created, narrow down the field to one. Several questions to consider would be: how would the world change if the discovery had never been discovered? and why are your criteria important? Use the library resources to research your discovery and any details you think are necessary to win over the public.
- In our home groups we will vote on a candidate. Share the criteria you used in your decision and discuss all the candidates within your group. Then you will vote and nominate only one candidate per home group to share with the entire class (plus a campaign poster) for a class vote.
- The campaign poster you create must have a slogan, information, entertainment, and answer the questions: why should we vote for you? and was the discovery world changing? At the end of the presentations, each home group will put in one vote.

30 Most Amazing Facts

- You have embarked on a mission to discover your world. Since beginning your traveling and discovery, you have decided to create a book that will convey what you believe is key to understanding the importance of discovery, 30 facts you have discovered, and whether discoveries are treasured more when planned or accidental.
- You are also sending a postcard to a friend so they can visualize the book before it is printed. The postcard will look official, with a drawing on one side and the letter on the other. Describe to your friend how your perception of discovery and discoverers has changed or why it has not.

Other evidence:

(quizzes, tests, academic prompts, etc.)

note – these are usually included where appropriate in Stage 3 as well)

1. Academic Prompt

- Can we find fun and facts in the same book?
- Will fiction provide new information?

- Think back to what you thought a discoverer looked like. Redraw the person and analyze the differences. What helped you change your idea of a discoverer?

2. Exit Slips

3. Student Work

- Post cards written to friends discussing the acquired knowledge and connections.
- Journal entries written during the various phases of learning: *empathy*, *explaining*
- Open Minds and Literature Circle forms.

Stage 3: Learning Activities

Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: Introduction

- Provide the handout to begin discussion. The handout contains an outline of a person, a discoverer.
- Ask students to consider the word discover and what it entails along with any examples they know.
- To control any misconceptions, ask students to consider the difference between discoveries and inventions. As a starting point, mention the element of planning and working towards a goal (revision) as opposed to stumbling over something or a mistake working out for the best.
- Explain to the students that they will use the handout to examine, draw and explain their visualization of who is a discoverer. As an example, to jog the mind, put up the transparency of various pictures of discoverers.
- After a specified amount of time bring the students back together and provide them with an opportunity to create a class discoverer with their attributes.
- Ask the students to consider why they have constructed a discoverer the way they did. Where has this image come from? Who do they consider, in their own lives, a discoverer?
- Introduce the question, “***How do I discover my world?***” and utilize examples to begin the students on a journey of self discovery.
- On a transparency (either blank or on an Open Mind) generate ideas concerning how the students have discovered new information and when.
- The students will also create a journal entry responding to this question that they will keep for the remainder of the unit.

Day 2: Four Corners

- If this is the beginning of the activity, check the students understanding of the why’s and what’s of the activity. Ask several students to offer their understanding of the procedure and the objective of the activity.
- Give the students a paper that will serve as an exit slip. “I Heard, I Thought, I Think/Still Think” with two numbers randomly given out. (this will be the statements they consider for the slip).
- Go over the slip. Students will reflect on at least 2 viewpoints they have heard. Students will include the viewpoint they thought was interesting, explain what they said about the statement, and if their thinking changed.
- Provide the four statements on the overhead, revealing each one as the activity continues.

- Allow time for the last statement to take longer. This statement will be “Public school is the greatest discovery of man.”
- Consider the question *Why do we read? and Can we find fun and facts in the same book?*
- Debate this statement, offering time to the students to pass comments back and forth.
- Mention that this question will be considered throughout the unit, needing a revision of our thinking when necessary.

Day 3: Cooperative Learning

- Begin the class in home groups.
- Have the necessary books in a basket on the tables to cut down the loss of activity time.
- Ask several students to relate the rules for Jigsaw and what the responsibilities are.
- Provide an example of a scenario to be fixed: several people in one group are on #5 and others are still working on #3.
- Question the students with this example and reiterate the right response and the course of action needed.
- Place handouts on the tables, explaining which groups will cover specific areas.
- Move the students into expert groups and let them begin.
- Monitor the room, checking where each group stumbles and provide support when needed.

Day 4: Buffer Day 1

Day 5: Numbered Heads

- Begin in the expert groups, giving students a chance to finish their questions and review their answers if groups have finished.
- If all the groups finished the day before, begin in the home groups instead.
- Check the understanding of Numbered Heads by questioning students. Select at least two students to explain the procedure and the rules.
- Start Numbered Heads. Remember to reiterate that it is important to ensure all members know the answer.
- Create a sense of ‘rushing’ in the classroom and pay close attention to the progress of different groups.
- Near the end, pass out exit slips to the students. The slip is used to incite reflection on the activity and the student’s *self-knowledge*.

Day 6: What's in a Name?

- Offer a review of the discoveries people found interesting by using the exit slips from the previous class period.
- Discuss the possibility of discovering your own character with the students.
- Question the assumptions students may have concerning name origins, the nature of discovery, etc.
- When the discussion has wound down, pick two students to hand out the forms needed for the class period.
- Catch the students' interest by mentioning the mall and what you would find there. If it is closer to home, mention the flea market.
- Provide an example of the assignment for the day, constantly checking for understanding and receiving any questions. In an effort to enhance a positive environment, use your name as the example.
- After discovering the origin and meaning behind their names, the students will reflect on prior associations with their names, including how they felt the name related to them as a person (*interpretation and self-knowledge*).

Day 7: What's in a Name? Continued

- Allow students the opportunity to finish the activity from the day before.
- With a partner students who have finished will Pair and Share.
- The pairs will share what they have learned about their names and discuss the differences between origins, meanings, etc. (*perspective*).
- Once the students have reached this point, provide an opportunity for them to share with the class their discovery, interpretations, and anything else that comes to mind.
- Several classes can turn share in pairs or small groups rather than the entire class.

Day 8: Introduce Egypt

- Review the essential question: **“why do we read?”** and ask for volunteers or pick students to answer the question. Do they read differently for various reasons?
- Introduce the third question: **“Are the best discoveries planned or accidental?”**
- Pose a question for the meaning of the word ‘planned’ and call on students to answer.
- Discuss the possible connections we already have to this question since beginning the unit.
- Give the students the handout for constructing a graphic organizer.
- They will create the organizer and use it to examine what they know about Egypt.
- Begin this portion by asking for volunteers to share experiences with graphic organizers. Offer a sample organizer using a different topic than Egypt and by utilizing the creative element.
- First, the students will fill it in by themselves. Monitor the students, and depending on their progress, suggest that they ask a neighbor what they know and share.
- Give the students time to work on their organizers, offering suggestions and posing questions to help students along.
- Regroup the class and question our knowledge. Construct a graphic organizer for the entire class on the transparency.
- Be sure to inform the students that Egypt is an important segment to the unit and that we will review our questions on a regular basis.

Day 9: Scavenger Hunt

- Begin in Home groups.
- Show the class the organizer to refresh memories and as a support to the activity.
- Handout the Scavenger Hunt sheets that use a form of Give One, Get One.
- Have the students recount what a Give One, Get One looks like.
- Show on a transparency what we are looking for.
- At each group there are a number of books. Depending on which table they rotate to, each group will be looking for information on a particular topic (beliefs, tombs, mummies, etc).
- Direct students before hand and go over the procedure for today's activity. Once at a table, the groups will have a limited amount of time to write what they know on the subject, find new information, and record the book titles.
- After a specified amount of time, the students will be asked to close all materials and rotate to the next set of tables.
- Check for understanding by asking several students to recount the procedure and the type of reading we will be doing (skimming/scanning). This questioning can be used to corral students who might be getting off task.
- Explain to the students their time frame and expectations.

Day 10: Continue Scavenger Hunt

- In the home groups, when finished, the students will create a fact flyer on construction paper (*apply*). The flyer will contain items the group thinks is important to share.
- As a guiding light, provide a class set of an instruction sheet with questions the students should keep in mind when creating their flyer.
- Display the flyers in the room.

Day 11: Nonfiction for Egypt

- Reflect on the activities from last week.
- Call on volunteers to recap the events and information we have gained so far.
- Begin reading Searching for Lost Tombs in the regular classrooms.
- Make sure that the teacher is the first reader, to provide an example of what a good reader does and sounds like.
- While reading this text, students will continue using the Open Mind for visualization and using the Say Something strategy with the entire class, which will be placed on the projector and discussed rather than formally written.
- Stop at specific points to examine details, discuss facts, and to use the Say Something strategy.
- The Enriched classes will review the procedure for Literature Circles.
- The Rosetta Stone will be split by chapter between each home group. These groups will read aloud their chapter. They will also use the Say Something strategy.

Day 12: Reading Continued

- Continue reading the text, again stopping at specified points do discuss, use the Open Minds and holding mini discussions when needed with Say Something.
- In the enriched classes, continue the reading. If extra time is needed, have the students silently read the text during D.E.A.R. time.
- Review the roles within the Literature Circles and who has each role. Students should begin the pulling the information together.

Day 13: Reading

- Students will finish reading the text and participating in the Say Something activity.
- When the enriched classes finish, the home groups will share what they have created with the entire class.

Day 14: Reading

- On this day the reading will be wrapped up.
- Allow the students the opportunity, if needed, to finish the reading independently during D.E.A.R. time.
- Students will have two segments for the end of the Searching text.
 1. *Sharing the Experience Transparency*
 - Write a postcard to a friend describing all you have discovered and how you felt when you unearthed this information. Students will also create an illustration to serve as a 'picture' of their travels.
 2. *Poof! You're a Different Person! handout*
 - Imagine that you have been cursed while exploring an Egyptian tomb. Your punishment will be to trade lives with a person from Ancient Egypt. By picking a random number (1-5) you have chosen the life you will have. Write a journal entry from the perspective of this person, incorporating all you have learned about Egypt and daily life. You may also use hieroglyphs. (*perspective, interpret and apply*).
- When finished, the home groups will share what they have learned about their chapter and their work.
- The enriched classes will consider all they have learned by writing a journal entry that answers several questions:
 1. How might the first archeologists feel about the new information? (*empathy*)
 2. How might we justify searching Egyptian tombs? (*explanation*)
 3. How does the element of discovery relate to me? (*interpretation*)
 4. How are my views concerning discoverers shaped by what I read? (*self-knowledge*)
- During this time, the lights will be off and music will be playing, as always, to help provide a reflection environment.

Day 15: Chalk Talk

- After discovering various facts and items, you will have the opportunity to reflect on our essential questions.
- Each class period will use Chalk Talk for the first time.
- Provide the guidelines for the activity on the overhead, constantly checking for understanding via questioning and asking for volunteers to express the rules and expectations.
- Place butcher paper around the room, two sheets per question.
- Explain to the students that they need to respond to each question, either by creating an initial opinion or by responding to someone else's statement.
- Students should also be told that they need to respond at least once on every question.
- It is necessary to stress that verbal communication is against the rules.

Day 16: Introduction and Say What!?

- As students walk in, they will have a few minutes to reflect on the Chalk Talk and their work that has been displayed around the room.
- Hook the students by opening the discussion with Greek mythology.
- Once they have begun thinking, guide them towards considering the entire civilization and the information they possess.
- Handout the K-W-L form for the students to keep and fill out while using a transparency to

construct a class copy.

- Begin with their knowledge and move into the second section, which is what they want to know.
- Suggestions are often helpful to begin the thinking process. Suggest topics or areas of the Grecian society we would want to explore.
- Begin *Say What!?!?* in which students will search through a text for answers.

Day 17: Say What!?! Continued

- Provide a transparency example for the students.
- Check for understanding.
- Monitor the students, providing any necessary support.

Day 18: Buffer Day 2

Day 19: Say Something Reading

- Read aloud from a *National Geographic on Greece* and use Say Something

Day 20: Buffer Day 3

Day 21:

- After learning about discoveries in the world and in specific civilizations, we will shift our focus to other civilizations around the world.
- Students will gather in expert groups to learn about cultures in a specific region.
- While reading, students will develop a *Ten Most Wanted Facts* page. They will become tour guides and share the information with the class.

Day 22: Continue Ten Most Wanted

Day 23: Buffer Day 4

Day 24: Conclusions Redrawn

- Since we have spent time learning and questions discoveries and discoverers students will be given a chance to re-think their conclusions.
- Students will bring in their “Who is a discoverer?” sheet to redraw their discoverer and to examine any differences or analyze the lack thereof.
- Provide an opportunity for the students to reflect on the unit, including finishing the KWL chart for Greece and mention/write any remaining questions.
- Review the essential questions and discuss any change in perception.

Day 25: Conclusions Continued

- Continue rethinking discoverers, including sharing some experiences from the unit.

Day 26: Decision Making

- From now until Day 30, all classes will be held in the library for easy access to databases and books centered on discoveries.
- To begin the final assessments, students will need to create criteria.
- After handing out the assignment sheet for the project and the rubric, students will have a handout providing examples for decision-making and choosing criteria in the enriched classes.
- This form is meant to help students explain the facts they have chosen to create a meaningful

collection and, for the enriched, solid attributes for discoveries.

- Go over the form with the students, including a format filled in partially with information.

Day 27:

- Students are continuing the search for facts to use amidst various sources, including internet databases.
- Remind the enriched classes that their decision model is meant to help them create criteria for choosing a discovery that has changed the world.

Day 28:

- Continue constructing the books, checking for understanding of the requirements.
- Begin sharing the information the enriched have gathered about the candidate.

Day 29: Buffer Day 5

Day 30: Sharing

- Gather the students around in a circle among the quilts.
- Remind the students what a good audience looks, sounds, and feels like. Call on students to remind the class what you are looking for.
- Ask for volunteers to share the fact books and other components with the class.
- The enriched classes will begin in home groups.
- Each student will share their discovery with the home group.
- After everyone has shared the home group will vote on one candidate to enter into the campaign.
- Once the candidate has been selected, students will create a campaign poster to show the entire class.

Day 31:

- Continue presenting books.
- Vote on the candidate.
- Each class will discuss what we have learned throughout the unit and the changes, if applicable, in their thinking.
- We will also complete our KWL Chart.
- The chart will be a lead into discussing the essential questions and drawing the unit to a close.
- Examine the use of reading for a variety of purposes. When and in what way did the students gain information (ex: were entertainment and information found together at all?)
- ***How do I discover my world?*** Discuss the answer and techniques/resources the students used.

30 MOST AMAZING FACTS

ASSIGNMENT:

- **You have embarked on a mission to discover your world! As a well known discoverer, you have been asked to create a book that will convey what you believe is key to understanding the world.**

Tasks:

- Choose 30 facts you have discovered to include in the book.
- The book can be made in one of three ways:
 1. **Go from 1-30, #1 being the greatest discovery/fact you have found, along with an explanation for why it is the greatest.**
 2. ***Start at 30 and end at 1, #1 being the greatest discovery/fact you have found, along with an explanation for why it is the greatest.***
 3. **Create categories in your book and place the facts accordingly.**
- In the book, answer the four essential questions from the unit.
- You are also sending a postcard to a friend. Describe to your friend how your perception of discovery and discoverers has changed or why it has not. Explain what you have learned from this experience.

You will be graded on the following:

- Preparation: Choosing resources and facts
- Creativity
- Complete explanation of #1 choice
- Post card to a friend
- Presentation

Available Time:

- Dec. 11th: Begin constructing the fact book.
- Dec. 12th - 14th: Create the book and begin using available resources to construct the fact books.
- Dec. 15th: Choose five facts to share with your class as well as the #1 fact and your criteria for it.
- Dec. 16th: In the classroom, finish sharing facts.

30 Most Amazing Facts Rubric

Area	Exceeding	Satisfactory	Needs Improvement
Preparation	All facts are included with coherence and effectiveness.	All facts are included with a minimum of confusion and random placement.	Facts are placed without purpose. Not all the facts have been covered.
Creativity	Illustrations are used throughout the book. The cover page includes a picture, title, and author. Facts and unit questions are incorporated in a unique manner.	The booklet that exactly meets the stated criteria with a minimal amount of “going beyond” expectations.	The facts are presented with a lack of creativity and/or illustrations.
Explanation of #1 fact	Analyzes information in detail and insightfully determines whether the fact met all criteria	Insightfully determines whether the fact met most criteria.	Poorly examined and explained the choice of the #1 fact.
Postcard	Uses prior knowledge of the subject to construct a meaningful correspondence.	The postcard meets expectations and answers the questions.	No explanation is provided. Lacking clarity and inspiration.
Presentation	Student is willing to share, chooses the facts with a purpose.	Student shares the facts with a minimum of fuss.	Student rushes through the facts with no clear purpose or attempt.

Name _____

Period _____

Date _____

The Greatest Discovery is Here!

ASSIGNMENT:

- Next year the government will announce the greatest discovery in the world and is currently taking nominations. You have decided to enter a contestant!

Tasks:

- Use the decision making model to construct the criteria you want to consider when choosing your discovery.
- Once the criteria for choosing a candidate has been created, narrow down the field to one.
 - Consider:
 - How would the world change if the discovery had never been discovered?
 - Why are your criteria important?
- Use the library resources to research your discovery and any details you think are necessary to win over the public.
- In our home groups we will share the criteria we used to choose our discovery and vote on one candidate to nominate per home group.
- Create a campaign poster with a slogan, information, entertainment.
 - Consider the questions:
 - Why should we vote for you?
 - Was the discovery world changing?
- At the end of the presentations, each home group will put in one vote.

You will be graded on the following:

- Preparation: Decision making model
- Complete explanation of #1 choice
- Group presentation of candidate
- Creativity

Available Time:

- Dec. 11th: Begin Decision-making model for criteria and begin search for discovery.
- Dec. 12th: Find facts to meet your criteria. Narrow your choices down to one and collect the necessary data.
- Dec. 13th: Share the information with your home group.
- Dec. 14th: Buffer Day
- Dec. 15th: Construct the campaign poster and create some way to share the information with the other home groups.
- Dec. 16th: In the classroom, nominate candidates and vote on one class discovery.

Decision-Making Model

To help you understand your criteria for choosing the greatest discovery in the world, you will construct a decision model with items you find important in choosing your candidate.

Example Model:

Should I do my homework now or later?

Criteria	Now	Later
Getting more free time tonight (3)*	3 x <u>3</u> 9	3 x <u>2</u> 6
Staying out of trouble (3)*	3 x <u>3</u> 9	3 x <u>1</u> 3
Having time to talk on the phone (2)*	2 x <u>1</u> 2	2 x <u>0</u> 0

*importance score: how important is this criterion in making the decision?

_ possession score: on a scale from 0-3, does this alternative possess the criterion? 0 = not at all; 3 = possesses it totally

After totaling both alternatives, you find which one has the higher score, according to your criteria. Before agreeing with the final total, ask yourself if you are ok with the results. If not, then you may have to change the criteria or the weight each one carries.

Your Model:

What is the greatest discovery that has changed the world?

Criteria	Alternative #1:	Alternative #2:	Alternative #3:
1			
2			
3			
4			

Greatest Discovery Rubric

Areas	Exceeding	Satisfactory	Needs Improvement
Preparation: Decision-making	Clearly defined criteria. Well chosen for the purpose of the activity	Selected criteria are unimportant to the task. However, most of the criteria chosen accurately addresses the objective.	Most of the criteria lacks a direction and does not convey relevancy.
Examination of choice	Directly and completely addresses the meaning behind the decision	Initial explanation given, with the beginning of a deeper examination.	No explanation is provided.
Group presentation to class	Clearly organized with meaningful facts, slogan, and shows an effort that goes beyond the usual.	Campaign questions are answered in an organized manner.	Disorganized presentation of facts along with questions left unanswered.
Creativity	Poster and slogan are created in a well developed manner. Students also create a song, dance, skit, etc.	Poster and slogan are created in a well developed manner.	Poster shows a bare minimum of creativity; slogan is missing.

Name _____

Period _____

Date _____

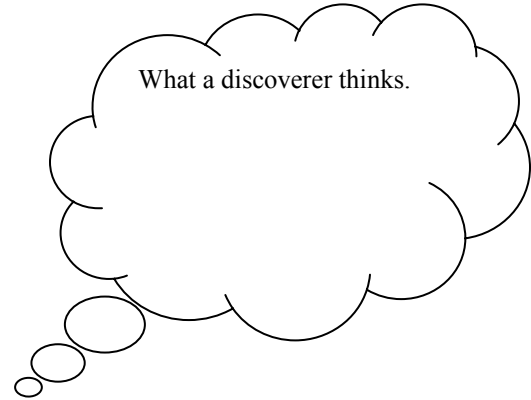
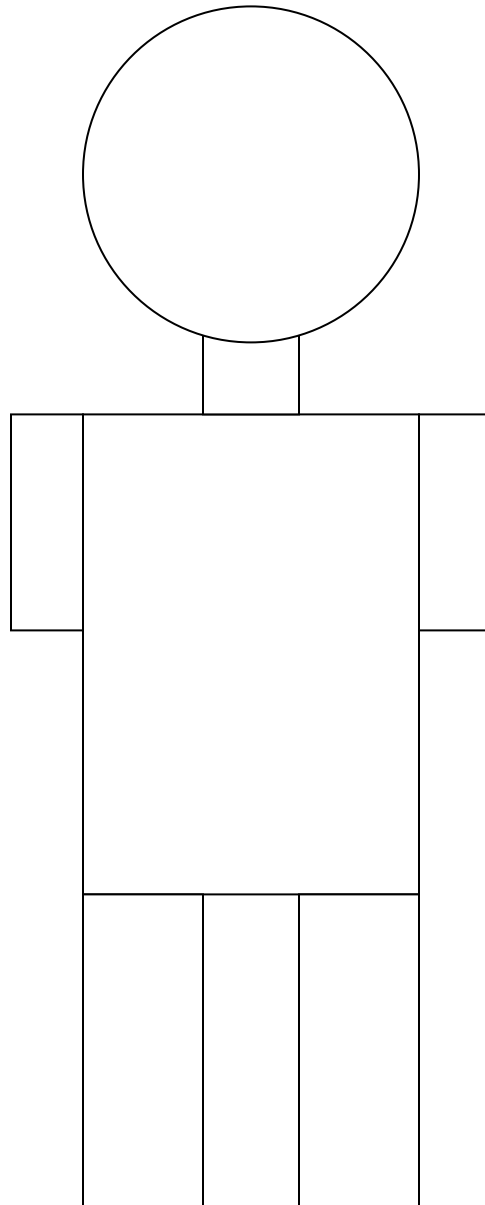
The Discoverer

When you hear the word “discoverer”, what do you visualize? Is this person a man or a woman? Young or old? Christopher Columbus or a female astronaut? Describe the character of this person and draw what they look like.

What does this person value?

What does this person dream about?

What a discoverer thinks.



Name _____

Period _____

Date _____

Four Corners

1. Everyone can be a discoverer.

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain your decision:

2. All treasured discoveries are planned.

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain your decision:

3. People read for entertainment and information at two separate times.

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain your decision:

4. Public school is the greatest discovery of man.

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain your decision:

Name _____

Period _____

Date _____

Intermediate Slip

I heard ...

I thought ...

I think / still think ...

Name _____

Period _____

Date _____

Intermediate Slip

I heard ...

I thought ...

I think / still think ...

Name _____

Date _____

Period _____

Man-Made Wonders!

Use the books provided to answer the questions below with your expert group. The words in italics are clues to locating the answers.

1. How did the guards summon troops on the *Great Wall*?

2. What was one way enemies *attacked* the castles?

3. What were the first castles built of?

4. Why do people think *Stonehenge* was built?

5. When was the first statue on *Easter Island* constructed?

6. Write down another fact you found interesting.

EXTRA, EXTRA! EXPLORATION!

Use the books provided to answer the questions below with your expert group. The words in italics are clues to locating the answers.

The Explorer's Gazette

1. What cities/countries did *Alexander the Great* conquer?

2. Who was *Leif Eriksson*?

3. What fairy tale does the article on *Marco Polo* remind you of?

4. Who did *Christopher Columbus* find on the island he discovered?

- a. The island was called _____ by the natives.

5. In the *Ask a Stranger*, how do people see the *explorers*?

6. When did we find the *Titanic*?

- a. Which *robot* was used to explore the wreckage?

7. Should the *artifacts* be removed? Share one person's view of this question.

8. Name *other ships* Ballard, the discoverer of the *Titanic* wreckage, found.

9. While reading the articles, did your perception on any item change?

Name _____ Period _____ Date _____

Wow! It works!

Use the books provided to answer the questions below with your expert group.
The words in italics are clues to locating the answers.

Mistaken Discoveries

1. When and how were *chocolate chip cookies* invented?

2. Who discovered the *potato chip*?

3. How was *tea* an accidental discovery?

4. What tree was used to treat pain before *aspirin* was discovered?

5. Who began the production of *Ivory soap*? When was it named *Ivory*?

6. What year was the *Tower of Pisa* started?

In what year was the last bit added?

Name _____ Period _____ Date _____

In a Word

Use the books provided to answer the questions below with your expert group. The words in italics are clues to locating the answers.

In a Word

1. What did *plagiarism* mean in ancient times?

2. Who coined the term *encyclopedia* and when?

3. Where does the word *glossary* come from?

4. What phrase did the Greeks use to name *Egypt*?

5. Who first named the *days of the week*?

Who is *Thursday* named after?

6. What countries used phrases similar to *out of the frying pan into the fire*?

7. Why were *M & M's* invented?

8. Who modified the origin of *candy* from *khanda* to *kand*?

101 More Words

1. Where does *trampoline* come from?

2. What was *kite* named after?

3. What is the Latin meaning of *soda*?

4. What did *lunch* originally mean?

5. Include two more words you found interesting.

1. _____

2. _____

Name _____

Period _____

Date _____

I DID IT!

Use the books provided to answer the questions below with your expert group.
The words in italics are clues to locating the answers.

Usborne Book of Inventors

1. When was the first motorbike (Daimler) invented?

2. Who developed central heating and what was it called?

3. Name one type of clock used in ancient times.

4. Who created the first pair of glasses?

5. Why was the first ambulance invented?

6. Who made the first ever refrigerator?

7. What else have you discovered?

So You Want to be an Inventor

1. When was the telephone invented?

2. Who invented the helicopter and when?

3. Who thought of frozen food?

4. What did Josephine Cochran invent?

5. Name two inventions Leonardo da Vinci created.

Name _____

Date _____

Period _____

Man-Made Wonders! Key

Use the books provided to answer the questions below with your expert group. The words in italics are clues to locating the answers.

Man Made Wonders

1. How did the guards summon troops on the *Great Wall*?

_____ Lit fires. _____

2. What was one way enemies *attacked* the castles?

_____ placed siege towers against castle walls, catapults loaded with boulders, _____ doors broken with battering rams, burrowed under towers and destroyed foundations so they collapsed. _____

3. What were the first castles built of?

_____ Wood and often erected on mounds of earth called mottes _____

4. Why do people think *Stonehenge* was built?

_____ a temple for worshiping the sun or a place where the movements of the _____ sun and moon were observed _____

5. When was the first statue on *Easter Island* constructed?

_____ AD 1100 _____

6. Write down another fact you found interesting.

Name _____ Period _____ Date _____

EXTRA, EXTRA! EXPLORATION! KEY

Use the books provided to answer the questions below with your expert group. The words in italics are clues to locating the answers.

The Explorer's Gazette

1. What cities/countries did *Alexander the Great* conquer?
Thrace, Illyria, Persia, India to Greece, Tyre, Gaza, Syria, Egypt
2. Who was *Leif Eriksson*?
_____ the son of Erik the Red. The first to set foot on America _____
3. What fairy tale does the article on *Marco Polo* remind you of?
_____ Boy who cried wolf _____
4. Who did *Christopher Columbus* find on the island he discovered?
_____ Taino _____
 - a. The island was called __Guanahani__ by the natives.
5. In the *Ask a Stranger*, how do people see the *explorers*?
_____ frightened, untrustworthy, interested in gold _____
6. When did we find the *Titanic*?
_____ Sept. 1, 73 years later _____
 - b. Which *robot* was used to explore the wreckage?
_____ Argo _____
7. Should the *artifacts* be removed? Share one person's view of this question.
_____ they belong to the ocean now; sure, in a museum; who is removing the artifacts? _____
8. Name *other ships* Ballard, the discoverer of the *Titanic* wreckage, found.
_____ Lusitania, WWII ship PT-109, Bismark battle ship,

Name _____ Period _____ Date _____

Wow! It works! Key

Use the books provided to answer the questions below with your expert group.
The words in italics are clues to locating the answers.

Mistaken Discoveries

1. When and how were *chocolate chip cookies* invented?

1930, Ruth Wakefield mixed added some semi-sweetened choc. in small pieces to the dough. She thought they would melt and the dough would absorb them. _____

2. Who discovered the *potato chip*?

_____ George Crum _____

3. How was *tea* an accidental discovery?

___shen nung was bowling water outside and leaves fell into the boiling kettle

4. What tree was used to treat pain before *aspirin* was discovered?

_____ willow tree _____

5. Who began the production of *Ivory soap*? When was it named *Ivory*?

_____ James and David Gamble in 1879 _____

6. What year was the *Tower of Pisa* started?

_____ 1147 _____

In what year was the last bit added?

_____ 1934 _____

Name _____ Period _____ Date _____

In a Word Key

Use the books provided to answer the questions below with your expert group. The words in italics are clues to locating the answers.

In a Word.

1. What did *plagiarism* mean in ancient times?

_____ a kidnapper _____

2. Who coined the term *encyclopedia* and when?

_____ Thomas Elyot in the early 1500s _____

3. Where does the word *glossary* come from?

___ Greek noun glossa _____

4. What phrase did the Greeks use to name *Egypt*?

_____ mansion of the soul of ptah _____

5. Who first named the *days of the week*?

___ Ancient Greeks and Romans _____

Who is *Thursday* named after?

_____ Thor, the God of thunder _____

6. What countries used phrases similar to *out of the frying pan into the fire*?

___ Ancient Greeks, Portuguese and French _____

7. Why were *M & M's* invented?

a quick energy snack that would not get soldiers sticky. _____

8. Who modified the origin of *candy* from khanda to kand?

Persians_____

101 More Words

1. Where does *trampoline* come from?

the italian word trampolo _____

2. What was *kite* named after?

Ferocious hawk_____

3. What is the Latin meaning of *soda*?

Solid_____

4. What did *lunch* originally mean?

a lump of bread_____

5. Include two more words you found interesting.

a. _____

b. _____

Name _____

Period _____

Date _____

I DID IT! KEY

Use the books provided to answer the questions below with your expert group.
The words in italics are clues to locating the answers.

Usborne Book of Inventors

- 1) When was the first motorbike (Daimler) invented?
_____ 1985
- 2) Who developed central heating and what was it called?
_____ Romans, the hypocaust__
- 3) Name one type of clock used in ancient times.
_____ sundial, water clock, candles _____
- 4) Who created the first pair of glasses?
_____ Salvino degli Armati _____
- 5) Why was the first ambulance invented?
__heavy wagons could not get to the battle front quickly to collect the wounded soldiers.
- 6) Who made the first ever refrigerator?
_____ Balzer Von Platen and Carl Munters

So You Want to be an Inventor

1. When was the telephone invented?
_____ 1876 _____
2. Who invented the helicopter and when?
_____ Igor Sikorsky in 1939. _____
3. Who thought of frozen food?
_____ Clarence Birdseye _____
4. What did Josephine Cochran invent?
_____ the first dishwasher
5. Name two inventions Leonardo da Vinci created.
__air cooling machine, automobile, paddle wheel boat, diver's snorkel, flying machine, parachute, projector for pictures.

Name _____ Period _____ Date _____

EXIT SLIP

1. WHAT INTERESTING FACT DID YOU LEARN?

2. DID YOU VISUALIZE A DIFFERENT DISCOVERER?

Name _____ Period _____ Date _____

EXIT SLIP

1. WHAT INTERESTING FACT DID YOU LEARN?

2. DID YOU VISUALIZE A DIFFERENT DISCOVERER?

Date _____

Period _____

What's in a name?

My name is _____.

Does your name match who you are?
(initial thoughts on your name)

What have you discovered about your name?

When have you lived up to your name?

When have you not?

Has your opinion about your name changed?
Why or why not?
(reflection)

Name _____ Period _____ Date _____

Warning!.....Construction Site!

Take a moment to consider what you know about Egypt. In the space below, create an organizer for the information. Extra credit can be achieved by creating a unique organizer. For example: using the shape of a flower, spider, etc.

Name _____

Period _____

Date _____

Scavenger Hunt

At each table, there are books. Each table will cover a section on your sheet. It is up to you to find information for the Give One, Get One sheet.

Section 1: Tombs

Give One	Get One	Giver
1)		
2)		
3)		

Section 2: Beliefs

Give One	Get One	Giver
1)		
2)		
3)		

What other interesting facts have you found?

Section 3: Culture (people, activities, etc.)

Give One	Get One	Giver
1)		
2)		
3)		

Section 4: Occupations

Give One	Get One	Giver
1)		
2)		
3)		

What is are several things you have discovered so far?

Section 5: Rulers

Give One	Get One	Giver
1)		
2)		
3)		

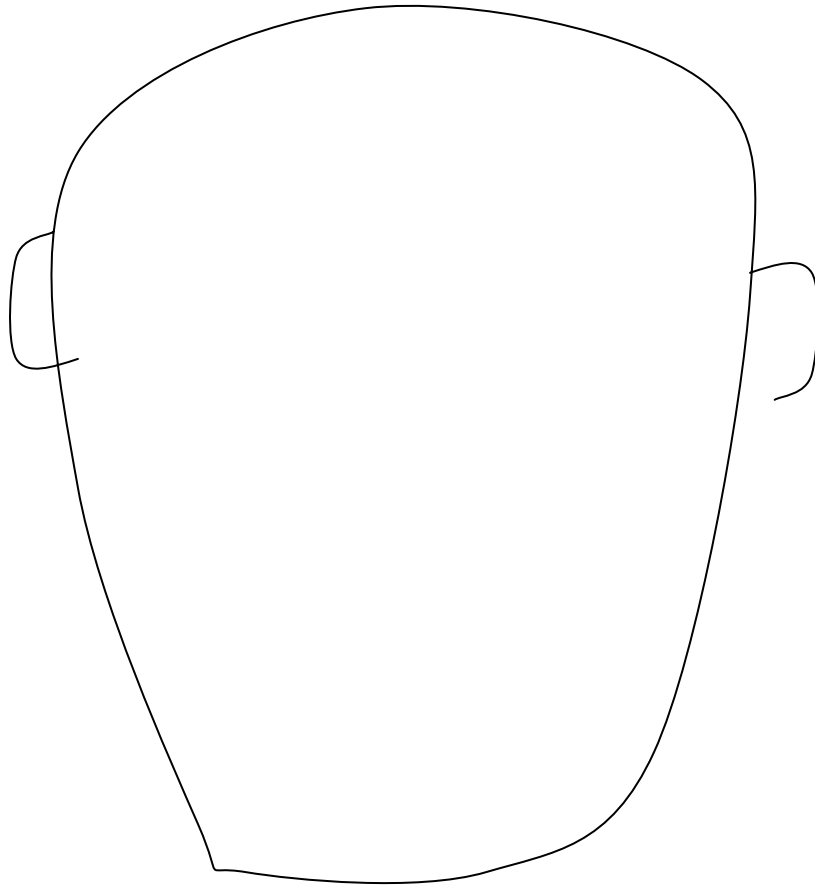
Section 6: Mummies

Give One	Get One	Giver
1)		
2)		
3)		

How do these facts relate to our world? Connect Egypt to your life.

Name _____ Period _____ Date _____

Open Mind



Summary

Beginning: _____

Middle: _____

End:

Sharing the Experience! Transparency

Imagine that you have been traveling through Egypt, discovering the history and culture. As a discoverer you need to share your new knowledge. Use an index card to write a postcard to a friend. Describe the wonderful things you have discovered and how you felt when you unearthed them. Remember to include postage!



Dear _____,	
<p style="text-align: right;">Sincerely,</p>	

Name _____

Period _____

Date _____

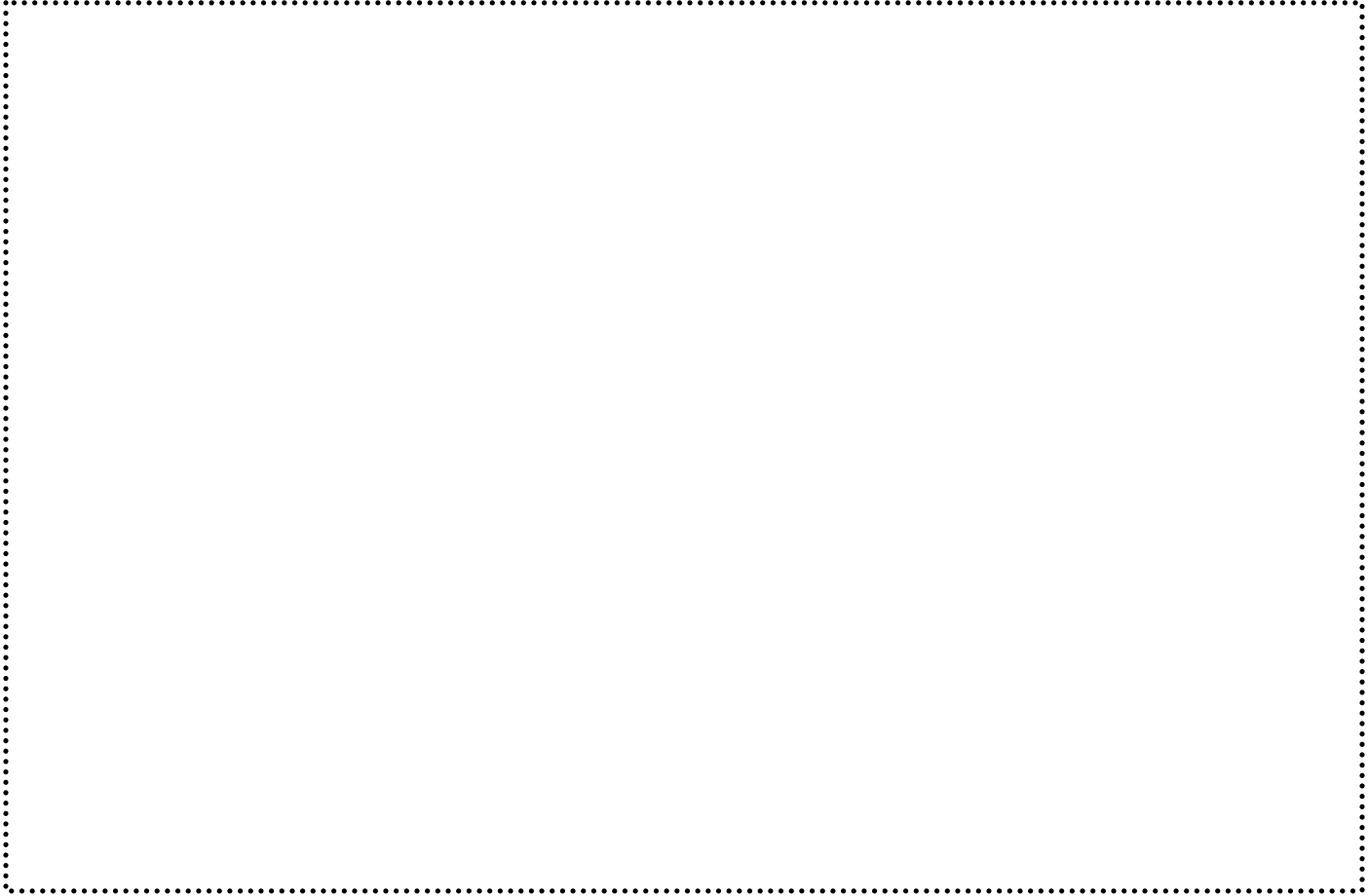
Poof! You're a Different Person!

Imagine that while exploring an Egyptian tomb you have been cursed! Your punishment is to switch places with a person from Ancient Egypt! Pick a number from the cards. Each number represents a person you have become.

1 = Scribe, 2 = Pharaoh, 3 = Slave, 4 = Child, 5 = Women

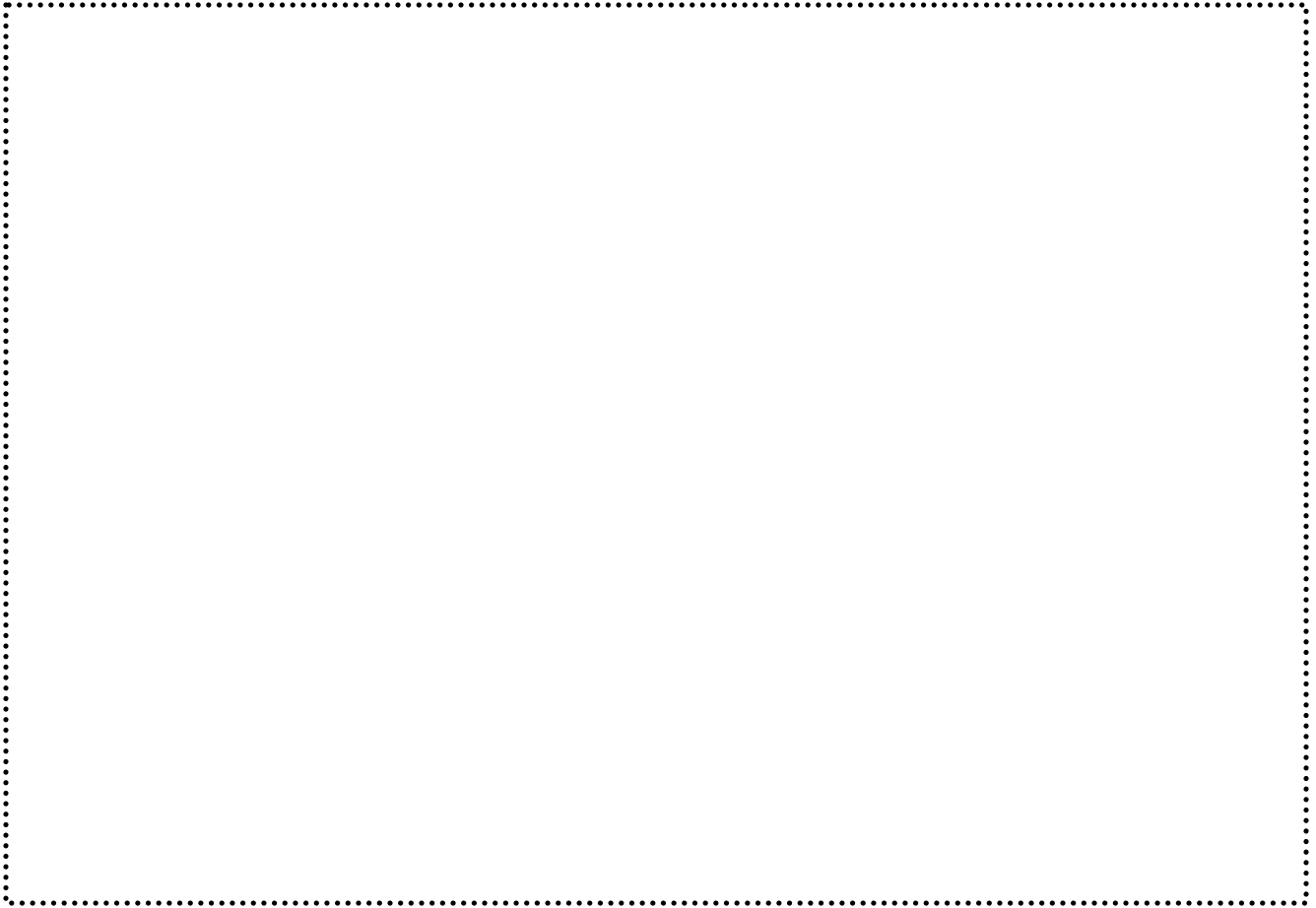
Consider your new life and write a journal entry from the perspective of this different person. If you choose to you can use one of the books to include hieroglyphs.

Who are you?



A twist in the curse is that you must switch lives one more time!
Consider your new life and write a journal entry from the perspective of this person on the same day as the other journal entry. If you choose to you can use one of the books to include hieroglyphs.

Who are you now? _____



Re-read both journal entries you have written.

- What do the differences reveal about Egyptian life and what people think?

Share your response with a partner.

- How did it feel to walk in the ‘shoes’ of two very different people?

Reflection Transparency

1. How might the first archeologists feel about the new information?
2. How might learning about the Rosetta Stone help us to understand the value in discovery?
3. How does the element of discovery relate to me?
4. How are my views about discoverers shaped by what I read?

Name _____

Period _____

Date _____

K - W - L: Greece

Know	Want	Learned

Name _____

Period _____

Date _____

Say What!?

Examine the following statements. Use the source provided within your group to discover if the statement is true or false. If it is true describe how you feel about the statement and make a connection. If the statement is false, provide the true information.

1. T / F People in Greece often put animal grease in their hair.

2. T/ F Gods and goddesses were worshipped for very different things.

3. T/ F Dripping water from a jar was a way to measure time in Greece.

4. T/ F Fundraisers helped pay for the uniforms in the army.

5. T/F The fiercest soldiers were from Greece and had bald heads.

6. T/F Punished soldiers suffered through a bad hair cut.

7. T/F An eye was painted on Greek warships to distract the enemy.

8. T Demeter was the goddess of crops.

9. T/F The gods lived on Mt. Vesuvius.

10. T/F Greek brides could return home whenever she wanted to.

11. T/F Boys in Greece went to school while the girls stayed home.

12. T/F Sappho was a famous volleyball player in Ancient Greece.

13. T/F There were no bathtubs in Greece.

14. Did you find any other astounding facts?

Name _____

Period _____

Date _____

Say What!? Key

Examine the following statements. Use the source provided within your group to discover if the statement is true or false. If it is true describe how you feel about the statement and make a connection. If the statement is false, provide the true information.

1. T People in Greece often put animal grease in their hair.

2. T Gods and goddesses were worshipped for very different things.

3. T Dripping water from a jar was a way to measure time in Greece.

4. F Fundraisers helped pay for the uniforms in the army.
_____they paid for it themselves__
5. F The fiercest soldiers were from Greece and had bald heads.
_____Sparta; long flowing hair as a sign of bravery__
6. T Punished soldiers suffered through a bad hair cut.
cut half of the hair off to show dishonor
7. F An eye was painted on Greek warships to distract the enemy.
_____to scare off evil spirits and protect the men_
8. T Demeter was the goddess of crops.
9. F The gods lived on Mt. Vesuvius.
_____Olympus

10. F Greek brides could return home whenever she wanted to.
they break her wedding chariot so she can't
11. T Boys in Greece went to school while the girls stayed home.
12. F Sappho was a famous volleyball player in Ancient Greece.
famous Greek poet_____
13. T There were no bathtubs in Greece.
14. Did you find any other astounding facts?

Name _____

Period _____

Date _____

Most Wanted

After reading about your cultures, you are asked to be a tour guide for a group of younger students. Create a set of flashcards for them that contain information and are entertaining at the same time.

Things to consider:

What did you find interesting?

Which parts do you think these students need to know?

How can they use these facts to understand the world?

Name _____ Period _____ Date Due _____

Changing the World

Dear Family Partner,

In Reading, we are studying various forms of discovery around the world. I hope you enjoy this activity with me. It will help me understand the effect of discoveries on the world. I also understand that this is due _____.

Thank you,

(Student Signature)

Objective: Identify discoveries that have shaped the world and your life.

Materials: Pen/pencil and this worksheet

Procedures:

1. Ask your family partner the following questions and discuss his/her answers.
Who is your family partner (name/relation)?

- A. Together list as many discoveries that you use on a daily basis or hear about often. If you run out of room, you can write them on a separate sheet of paper.

- B. How do these discoveries affect the world?

- C. Do you believe the world would be different if the discoveries had not been made?

- D. Can anyone be a discoverer?

- E. How does it feel to learn that you can discover things for yourself by reading?

2. By yourself, think about the facts we have learned concerning discoverers and discoveries from around the world, including Egypt and Greece. Answer the following questions.

A. What one item did you learn about that made the most difference to you?

B. Why did this discovery/fact make such an impact on you?

C. How did this experience change the way you view the world?

Discussion: Discuss with your family partner the significance of the discoveries you have learned about. Compare how you both feel about reading for information and entertainment. If you had a chance, which discovery would you like to make? Why?

Home to School Communication:

Dear Family Partner:

Please give me your reactions to your student's work on this activity. Write YES or NO for each statement.

_____ 1. My student understood the homework and was able to discuss it.

_____ 2. My student and I enjoyed the activity.

_____ 3. This assignment helped me know what my student is learning in English.

Other Comments:

Family Partner Signature: _____

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Oct. 30th</p> <ul style="list-style-type: none"> Who is a discoverer? On 'human body sheet' describe attributes: what do you picture when you hear the word 'discovery'? Use transparency that gives a list of attributes or questions to cover on their person. Share what you have done and create a class list of a discoverer. Question the discoveries each class has made on their own. Present question #1 	<p>Oct. 31st</p> <p>4 Corners</p> <ul style="list-style-type: none"> Discussing multiple rationales for the same statement and the justifications. Public school is the greatest discovery of man. Present question #2 	<p>Nov. 1st</p> <p>Jigsaw:</p> <ul style="list-style-type: none"> Students will become experts on discoveries that have changed the world. 	<p>Nov. 2nd</p> <p>- Buffer Day 1</p>	<p>Nov. 3rd</p> <p>Numbered heads: using the expert answers concerning discoveries and explorations.</p> <p>Exit Slip: what interesting thing did you learn?</p>
<p>Nov. 6th</p> <p>Review interesting discoveries.</p> <ul style="list-style-type: none"> Share what I have discovered about my name. Initial thoughts on sheet: <i>What I thought, What I learned, What I think now.</i> (what I think now): the name, if it connects to who I am, the right choice? 	<p>Nov. 7th</p> <p>Continue our name discovery and find volunteers to present.</p> <p>Exit Slip: how do we see ourselves as discoverers? What are two things we have discovered since last week that make a difference in our lives?</p>	<p>Nov. 8th</p> <p>What do we know about Egypt?</p> <ul style="list-style-type: none"> Share the fact concerning dice in tombs. Discuss Create a graphic organizer transparency 	<p>Nov. 9th</p> <p>Scavenger Hunt</p> <p>Use abbreviated Give One, Get One to find certain things in groups. Rotate every approx. 10 minutes.</p>	<p>Nov. 10th</p> <p>Continue Scavenger Hunt</p>
2	3	4	5	6
6	7	8	9	10

<p>Nov. 13th Begin reading <u>Searching for Lost Tombs</u></p> <ul style="list-style-type: none"> ▪ Discuss <p>Begin Literature Circles in 6 & 7 with <u>The Rosetta Stone</u></p> <ul style="list-style-type: none"> • use a form of Say Something to discuss in the home groups as they read aloud. <p style="text-align: right;">11</p>	<p>Nov. 14th Continue Reading Discussion + activities</p> <p>Continue Reading in D.E.A.R. time and begin roles.</p> <p style="text-align: right;">12</p>	<p>Nov. 15th Continue Reading Discussion + activities</p> <p>Continue roles and share if time permits</p> <p style="text-align: right;">13</p>	<p>Nov. 16th</p> <ul style="list-style-type: none"> ▪ Postcards to friends ▪ Writing journal entries ▪ Journal entry focused on answering several questions. <p style="text-align: right;">14</p>	<p>Nov. 17th Chalk talk on the first 3 Essential Questions</p> <ul style="list-style-type: none"> • Think back to what we have learned. • Why do we read? • Does information intersect with entertainment? • Are the treasured discoveries planned or accidental? <p>Interactive Homework: Changing the World 15</p>
<p>Nov. 20th Student Holiday</p>	<p>Nov. 21st Student Holiday</p>	<p>Nov. 22nd Thanksgiving</p>	<p>Nov. 23rd Thanksgiving</p>	<p>Nov. 24th Thanksgiving</p>

<p>Nov. 27th Begin the next segment on Greece</p> <ul style="list-style-type: none"> ▪ KWL Chart ▪ What do we know? ▪ What do we want to learn? <p><i>Say What!?</i></p> <ul style="list-style-type: none"> • Can you tell what is fact and what is fiction among these statements? <p style="text-align: right;">16</p>	<p>Nov. 28th Use the resources provided in home groups to discover the truth.</p> <p style="text-align: right;">17</p>	<p>Nov. 29th Buffer Day 2</p> <p style="text-align: right;">18</p>	<p>Nov. 30 Read aloud from a <i>National Geographic on Greece</i> and Say Something</p> <p style="text-align: right;">19</p>	<p>Dec. 1 Buffer Day 3</p> <p style="text-align: right;">20</p>
<p>Dec. 4th</p> <ul style="list-style-type: none"> • Discovering cultures within regions <p style="text-align: right;">21</p>	<p>Dec. 5th Continue reading <i>Ten Most Wanted Facts</i></p> <p>Exit Slip: what have you discovered during this activity? Name at least 3 things.</p> <p style="text-align: right;">22</p>	<p>Dec. 6th Buffer Day 4</p> <p style="text-align: right;">23</p>	<p>Dec. 7th Think back to the beginning, who was your discoverer?</p> <ul style="list-style-type: none"> • Redraw this person. • How has your perspective changed? • Look at the Chalk Talk papers <p style="text-align: right;">24</p>	<p>Dec. 8th Continue Redrawing discoverer and adding explanations.</p> <p style="text-align: right;">25</p>

<p>Dec. 11th</p> <ul style="list-style-type: none"> ▪ Decision Making Model for Perf. Assessment ▪ How will you choose the facts? <p style="text-align: right;">26</p>	<p>Dec. 12th</p> <ul style="list-style-type: none"> ▪ Construct books ▪ Research Discovery with 6th and 7th ▪ Create campaign poster <p style="text-align: right;">27</p>	<p>Dec. 13th</p> <ul style="list-style-type: none"> ▪ Construct books ▪ Research Discovery with 6th and 7th ▪ Continue campaign preparations <p style="text-align: right;">28</p>	<p>Dec. 14th</p> <p>Construct Books</p> <p>Nominate candidate in home groups.</p> <p style="text-align: right;">29</p>	<p>Dec. 15th</p> <p>Present Books</p> <p>Present Candidates and begin voting (to offer the entire class)</p> <p style="text-align: right;">30</p>
<p>Dec. 18th</p> <p>Present Books</p> <p>Vote on Candidates</p> <p style="text-align: right;">31</p>	<p>Dec. 19th</p> <p>Buffer Day 5</p> <p style="text-align: right;">32</p>			