

## WHAT IS MY GRADE 6 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

### Module 1: *Resilience in the Great Depression*

Module 2: *A Hero's Journey*

Module 3: *Narrating the Unknown*

Module 4: *Courage in Crisis*

In Module 1, we will study one of the worst economic situations in United States history, the Great Depression. We will explore the hardships families faced and the triumphs they endured during that period?

## OUR CLASS WILL READ THESE TEXTS

### Novels

- *Bud, Not Buddy*, Christopher Paul Curtis
- *Out of the Dust*, Karen Hesse

### Historical Account

- "The Drought," PBS American Experience
- "Hooverilles," History.com
- "Hoover's Prodigal Children: Hungry Times on Mean Streets," Errol Lincoln Uys

### Poetry

- "Mother to Son," Langston Hughes

### Music

- "It Don't Mean a Thing If It Ain't Got That Swing," Duke Ellington and Irving Mills

## OUR CLASS WILL EXAMINE THESE WORKS OF ART

### Photography

- *Kentucky Flood*, Margaret Bourke-White
- *Migrant Mother*, Dorothea Lange

## OUR CLASS WILL WATCH THESE VIDEOS

- "1930s GM Sit-Down Strike," History.com
- "Black Blizzard," History.com
- "Migrant Mother Photo," History.com

## OUR CLASS WILL ASK THESE QUESTIONS

- What makes Bud a survivor?
- What hardships did people face during the Great Depression?
- How is Bud transformed by his journey?
- What sustained people's spirits during the Great Depression?
- How does hardship alter the characters' perspectives in *Out of the Dust*?
- What makes the characters in *Out of the Dust* survivors?
- How can enduring tremendous hardship contribute to personal transformation?

## QUESTIONS TO ASK AT HOME

As your Grade 6 student reads, ask:

- What do you notice and wonder?

## BOOKS TO READ AT HOME

- *Pass Go and Collect \$200: The Real Story of How Monopoly was Invented*, Tanya Lee Stone
- *Dorothea Lange: The Photographer Who Found the Faces of the Great Depression*, Carole Boston Weatherford
- *Children of the Great Depression*, Russell Freedman
- *On the Blue Comet*, Rosemary Wells
- *A Long Way from Chicago*, Richard Peck
- *Esperanza Rising*, Pam Muñoz Ryan
- *Moon Over Manifest*, Clare Vanderpool
- *My Side of the Mountain*, Jean Craighead George
- *Souder*, William H. Armstrong
- *Roll of Thunder, Hear My Cry*, Mildred D. Taylor
- *No Promises in the Wind*, Irene Hunt

## PLACES YOU CAN VISIT TO TALK ABOUT THE GREAT DEPRESSION

Visit a local history museum. Ask if there are any exhibits or artifacts from the Great Depression. As you view them with your Grade 6 student, ask:

- What makes someone a survivor?
- What do you see here that shows the hardships people faced during the Great Depression?
- How can enduring hardship change us?

## WHAT IS MY GRADE 6 STUDENT LEARNING IN MODULE 2?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *Resilience in the Great Depression*

### Module 2: *A Hero's Journey*

Module 3: *Narrating the Unknown*

Module 4: *Courage in Crisis*

In Module 2, we will study what makes a hero. Is it simply courage, or something more? What traits do all of us share with the most famous heroes in literature?

## OUR CLASS WILL READ THESE TEXTS

### Myths

- *The Odyssey*, Gillian Cross and Neil Packer
- *Ramayana: Divine Loophole*, Sanjay Patel

### Articles

- "The Hero's Journey Outline," Christopher Vogler
- "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*," Christopher Vogler

## OUR CLASS WILL WATCH THESE VIDEOS

- "The Mythology of Star Wars," Bill Moyers and George Lucas
- "Sanjay's Super Team," Sanjay Patel
- "What Makes a Hero?" Matthew Winkler

## OUR CLASS WILL ASK THESE QUESTIONS

- How does *Ramayana: Divine Loophole* exhibit the genre expectations of the monomyth, a story of an extraordinary, but flawed individual who struggles, changes, and impacts the world for good?
- How does *The Odyssey* exhibit the genre expectations of the monomyth?
- How do translations of *The Odyssey* and *Ramayana* expand our understanding of these texts?
- How does the monomyth genre persist in and influence the stories we tell?
- What is the significance and power of the hero's journey?

**QUESTIONS TO ASK AT HOME**

As your Grade 6 student reads, ask:

- What's happening?
- What does a closer look at words and illustrations reveal about this text's deeper meaning?

**BOOKS TO READ AT HOME**

- *Percy Jackson and the Olympians Book 1: The Lightning Thief*, Rick Riordan
- *Life of Pi*, Yann Martel
- *Black Ships Before Troy: The Story of The Iliad*, Rosemary Sutcliff
- *Sita's Ramayana*, Samhita Arni
- *The Hero Schliemann: The Dreamer Who Dug for Troy*, Laura Amy Schlitz
- *The Iliad*, Homer (Retold by Gillian Cross)
- *The Greek Gods*, Bernard Evslin, Dorothy Evslin, and Ned Hoopes
- *The Odyssey*, Homer, Geraldine McCaughrean (Adapter)

**IDEAS FOR TALKING ABOUT THE HERO'S JOURNEY**

As you watch movies with your Grade 6 student, ask:

- Who was the hero?
- What made the hero extraordinary?
- What were the hero's flaws?
- Describe the hero's struggle.
- How did the hero change?
- How did the hero affect others or bring about change?

## WHAT IS MY GRADE 6 STUDENT LEARNING IN MODULE 3?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *Resilience in the Great Depression*

Module 2: *A Hero's Journey*

### **Module 3: *Narrating the Unknown***

Module 4: *Courage in Crisis*

In Module 3, students work across multiple texts and genres to construct a complex picture of life and struggle in Jamestown, assessing the forces—both internal and external—that brought the near demise of the colony. We will ask the question: How did the social and environmental challenges in the unknown world of Jamestown shape its development and decline?

## OUR CLASS WILL READ THESE TEXTS

### **Historical Fiction Novel (Literary)**

- *Blood on the River: Jamestown 1607*, Elisa Carbone

### **Scientific Account (Informational)**

- *Written in Bone: Buried Lives of Jamestown and Colonial Maryland*, Sally Walker

## OUR CLASS WILL EXAMINE THESE PAINTINGS

- *Nighthawks*, Edward Hopper
- *The Lighthouse at Two Lights*, Edward Hopper
- *Lighthouse Hill*, Edward Hopper

## OUR CLASS WILL READ THIS ARTICLE

- “Rethinking Jamestown,” Jeffery Sheler

## OUR CLASS WILL LISTEN TO THIS SPEECH

- “Address to Captain John Smith,” Chief Powhatan

## OUR CLASS WILL VIEW THIS VIDEO

- “Innovation in Plain Sight,” Amy Herman

### OUR CLASS WILL ASK THESE QUESTIONS

- How do the settlers respond to the challenges of their journey to the unknown?
- Who has the greatest impact on Samuel's development during his time in Jamestown?
- How do the settlers' and the Powhatans' responses to the challenges of Jamestown impact its development and decline?
- How does the art and science of observation contribute to a more complete narrative of Jamestown's development and decline?
- How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?

### QUESTIONS TO ASK AT HOME

As your Grade 6 student reads, ask:

- What is the essential meaning, or most important message, in this book?

### BOOKS TO READ AT HOME

- *Amelia Lost: The Life and Disappearance of Amelia Earhart*, Candace Fleming
- *The Tree of Life*, Peter Sís
- *The Lost Colony of Roanoke*, Jean Fritz
- *Emperor's Silent Army: Terracotta Warriors of Ancient China*, Jane O'Connor
- *Every Bone Tells a Story: Hominin Discoveries, Deductions, and Debates*, Jill Rubalcaba and Peter Robertshaw
- *1607: A New Look at Jamestown*, Karen Lange
- *The Sign of the Beaver*, Elizabeth George Speare

### IDEAS FOR TALKING ABOUT EVENTS OF THE PAST

Search together online with your Grade 6 student for "history mysteries" such as the Roanoke Settlement, Stonehenge, or the lost city of Atlantis. Ask:

- What happened?
- What are some ways historians and writers make sense of the past?

## WHAT IS MY GRADE 6 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *Resilience in the Great Depression*

Module 2: *A Hero's Journey*

Module 3: *Narrating the Unknown*

### Module 4: *Courage in Crisis*

In Module 4, students work across multiple texts to construct a complex understanding of what it means to endure hostile environments and respond heroically to positively impact others. We will ask the question: How can the challenges of a hostile environment inspire heroism?

## OUR CLASS WILL READ THESE TEXTS

### Historical Account (Informational)

- *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance*, Jennifer Armstrong

### Memoir

- *I Am Malala: How One Girl Stood Up for Education and Changed the World*, Malala Yousafzai and Patricia McCormick

## OUR CLASS WILL EXAMINE THIS PAINTING

- *Snow Storm: Steam-Boat off a Harbour's Mouth*, Joseph Mallord William Turner

## OUR CLASS WILL READ THIS ARTICLE

- "The Golden Hoard: An Ancient Afghan Treasure Is Recovered," Rachel Galvin

## OUR CLASS WILL EXAMINE THIS ARTIFACT

- Bactrian Gold Crown

## OUR CLASS WILL VIEW THESE VIDEOS

- *Lost Treasures of Afghanistan*, National Geographic
- "Malala Yousafzai Nobel Peace Prize Speech," Malala Fund

## OUR CLASS WILL ASK THESE QUESTIONS

- How do Shackleton and his crew respond to the hostile environment of Antarctica?
- How does Armstrong’s portrayal of Shackleton and his crew develop the concept of heroism?
- How do Malala and her community respond to the hostile environment in Pakistan?
- How does Yousafzai and McCormick’s portrayal of Malala develop the concept of heroism?

## QUESTIONS TO ASK AT HOME

As your Grade 6 student reads, ask:

- How does this text build your knowledge of heroism? Share what you know about responding to the challenges of hostile environments.

## BOOKS TO READ AT HOME

- *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, Laura Hillenbrand
- *Amelia Lost: The Life and Disappearance of Amelia Earhart*, Candace Fleming
- *Helen’s Eyes: A Photobiography of Annie Sullivan, Helen Keller’s Teacher*, Marfe Ferguson Delano
- *Candy Bomber: The Story of the Berlin Airlift’s “Chocolate Pilot,”* Michael O. Tunnell
- *Shipwrecked!: The True Adventure of a Japanese Boy*, Rhoda Blumberg
- *Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert*, Marc Aronson
- *Freedom Walkers: The Story of the Montgomery Bus Boycott*, Russell Freedman
- *Swiss Family Robinson*, Johann David Wyss
- *Shackleton’s Stowaway*, Victoria McKernan
- *Dark Water Rising*, Marian Hale
- *Journey to the Center of the Earth*, Jules Verne
- *Shooting Kabul*, N.H. Senzai

## IDEAS FOR TALKING ABOUT THE PAST

Search together online with your Grade 6 student for information about other people who have faced the challenges of a hostile environment and responded with heroic action that helped others. Ask:

- What happened?
- How does this person build our knowledge of heroism?