Grade Level	6	tContent Area	English Language Arts - Reading
Course Title (grades 9-12) Only			
Length of Unit	2 days	Time of Year	Second Quarter

Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Common Core Standards - prior mastery of common core standards K.RI.1-6.RI.7 K.RL.1 - 6.RL.7, .9, .10 and is developing in the ELA Foundation standards. Knowledge author provides key points in text. Student can identify the main point and knows author writes stories. Knows if the text is persuasive, informational, or entertaining.
Alignment to program of instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of instruction described in A.3.*	Lesson content is introduced, modeled, and practiced in a whole group direct instruction setting. Students are given specific practice opportunities on the new content that enables teachers to work with small groups and provide intervention when necessary. Direct instruction - Interactive Read Aloud - Mastery based instruction. GEM Education Program curriculum map key At Risk & Physically Impaired - use models and tools according to approved IEP
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 6 (Curriculum Map detail) Strand: Reading Standards for Informational Text (RI) Standard number - 6.RI.8 Cluster: Key ideas and details Standard: #8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Summative Assessment: Students will read the "Townshend acts Letter delivered and Former Governor John Hancock. Students will independently trace and evaluate his speech. Students will bubble map his speech and distinguish his claims if they are supported by reasons and evidence or whether they are simply opinion. 10 Bonus points for any students who can translate or transcribe the special historically significant original text regarding Governor Hancock's ancestor who was in Boston as early as 1632 and in Farmington CT as early as 1645.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and*	School Grading scale as follows: 10 questions @10 points each = Mastery of standard 6.RI.8 94% -100% = A 87% - 93% = B 80% or higher = Mastery of standard 6.RI.8 80% - 86% = C 70% - 79% = D Needs Remediation

scoring rubric (whichever applicable	0% - 68% = Needs Remediation
Materials/Resources Needed	White Board, original copies of ancient American text

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
	Lesson 1 Objective - "Trace and evaluate the specific the argument and specific claims in a text and distinguishing claims that are supported by reasons and evidence from claims that are not.(Learning Objective Target} (Target***)*** **Introduction:** 1 - The teacher will kindly greet the students and thank them for attending class. 2 - The teacher will begin by reviewing the "Song of the Greek Bard" by Lord George Gordon Byron 1788-1824 McGuffey Sixth reader. 3 - Introduction to "American Hero Stories" by Eva March Tappan and GEM Education Curriculum Inc. Story: **The First Day of the Revolution** Teacher calls on students to stand and read the story**.** Short Story" Israel Putnam: - American Soldier of the Revolution" Questions/discussion 4 - Introduction to: The Declaration of Independence open discussion and review of historical events leading up to it. 5 - The teacher will have the students evaluate the arguments and claims of "Declaration of Independence" and distinguish claims that are supported by reasons and evidence from claims that are not. 6 - The teacher asks the class to accomplish this by dividing into groups of 2	The teacher then asks the students to draw a Thinking map and use the worksheets they were given to analyze the words of John Hancock's letter. It says the following: (Spelled and punctuated as the original text) Students take turns reading each verse Oral quiz: Who was Sappho - a Greek Poet " " Delos - " " Phoebus Open discussion with teacher and class Formative assessment Students practice reading orally. Students are randomly asked questions about the revolution. Students orally read story and answer oral questions from the teacher Students read "The Declaration of Independence" orally as a class Students listen intently to observe his contribution and sacrifices for their freedom and liberty today. Students divide into teams and reread the text then diagram the

		students, reread the "Declaration" to each other again, then have the groups diagram the text on "bubble sheets," "**Text, Context and Subtext"** worksheets, the "**APPARTS Charts**," worksheets, the"**Evaluating Historical Opinion," worksheets and the "Fact -vs -Opinion" worksheets.** **Class Dismiss** **Lesson 2** Introduction to Learning Target: "*Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not*." (**Target)** 1 - Teacher will have the student groups present their evaluations to the class of the "Declaration of Independence." (target) 2 - through direct instruction, the teacher will introduce: **Governor John Hancock** and provide instruction and information regarding his sacrifices for the freedom of this nation. 3 - Teacher will inform the class was very brave and courageous American patriot, and was the first man on this continent to sign the Declaration of Independence. His name was Governor John Hancock (Painting of him displayed). 2 - The reason he is being mentioned in this lesson is because our school was named after him and another reason is because the founders of this school are Governor John Hancock's distant cousins 4 - The King of England became so enraged at him for signing that document that the King offered to pay any in England man 500 pounds silver to anyone who would bring him John Hancock's head. Summative assessment Class dismissed.	document using the worksheets mentioned to the left. Student groups are given sufficient time to complete and practice their worksheets and master the standard. Student group teams will present their work to the class and answer questions.	

6th Grade Reading - Summative Assessment Exam:

Letter of Former Governor John Hancock and four other Boston Selectmen protesting the Townshend Acts and the impending arrival of British troops. Year - 1768

Prior to this letter, British troops had been entering the colonists homes unwelcomed, and had been sleeping in their beds, eating their food, had lounged around at their homes all at the New England Colonist's expense. (Does this sound close to something that is happening in our nation today?) then finally the day came where "false allegations came accusing merchants of fraud and stealing from the crown." This gave British customs an excuse to seize John Hancock's sloop (ship) and the fully stocked merchandise in her was kept to pay for the British soldier salaries. Not long after this, the Boston Massacre occurred.

Instructions to students: Based on the historical and original documentation and evidence which all of you students have studied in detail and the vocabulary words you have learned prior to this exam, please apply your new knowledge by reading this letter and please **evaluate** Governor Hancock's **argument and specific claims that he has stated herein and provide a written opinion of how you distinguish his claims whether they are supported by reasons and evidence from claims that are not. (target learning objective)**

*Considering the events which had taken place mentioned above Governor Hancock wrote the following:

"You are already too well acquainted with the melancholy and very alarming Circumstances to which this Province, as well as America in general, is now reduced. Taxes equally detrimental to the commercial interests of the parent country and the colonies are imposed upon the people, without their consent; Taxes designed for the support of the Civil Government in the Colonies, in a Manner clearly unconstitutional, and contrary to that, in which till of late, Government has been supported, by the free Gift of the People in the American Assemblies or Parliament; as also for the Maintenance of a large Standing Army; not for the Defense of the newly acquired Territories, but for the colonies and in a Time of Peace. The decent , humble and truly loyal Applications and petitions from the Representatives of this province for the Redress of these heavy and very threatening Grievances have hitherto been ineffectual, being assured from authentic intelligence that they have not yet reached the Royal Ear. The only affect of transmitting these Applications…. Has been a mandate from one of His Majesty's Secretaries of State to the governor of this province, to Dissolve the general Assembly , merely because the late House of Representatives refused to Rescind a Resolution of a former House, which implied nothing more than Right in American subjects to Unite in humble and dutiful petitions to their gracious Sovereign, when they found themselves aggrieved: This is a right naturally inherent in every Man, and expressly recognized by the glorious Revolution as the birthright of an Englishman…..

The concern and perplexity in which these Things have thrown the People, have been greatly aggravated by a late Declaration of His Excellency governor (Francis) Bernard, that one or more regiments may soon be expected in this Province.
The Design of these Troops is in everyone's apprehension nothing short of Enforcing by military Power the Execution of Acts of Parliament in thje forming of which the Colonies have not , and cannot have any constitutional influence . This is one of the greatest Distresses to which a free People can be reduced……..

6.RI.8 - Summative Assessment Extra Credit Question - 10 points

Can you transcribe this document recorded in Farmington Connecticut Land records in 1722?

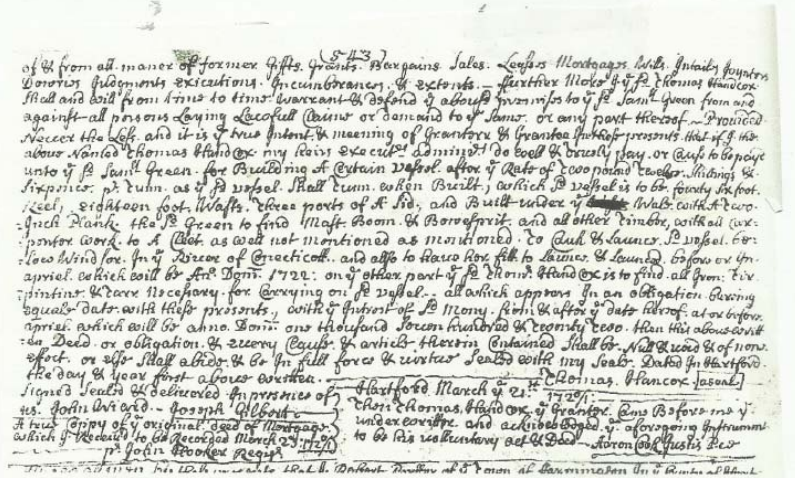


Figure 57—Samuel Green to build a ship for Thomas Hancock (1703) of Boston.

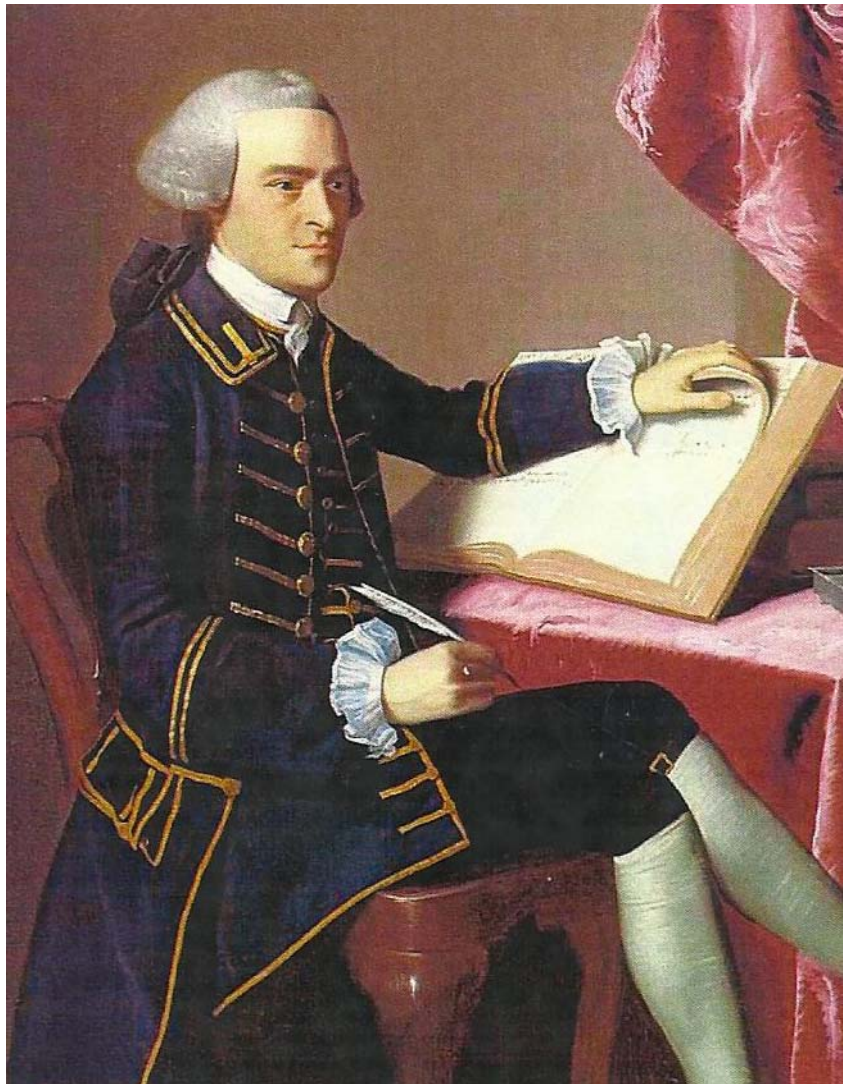
For the benefit of the reviewers of this template sample, the translation has been provided.

This document was discovered by the applicant and was found extremely rare because it gives precise measurements of a ship specifically built to withstand the Atlantic but able to sail up the Connecticut river against the current under low wind conditions. This was high tech in it's day.

The applicant is an author of a book that gives details of this discovery of lost history. A copy was donated to the New England Historical Society.

Chapter 4 Connections to Thomas Hancock (1605) of Exeter

This indenture … between Thomas Hancox of Boston in ye province of Matachusess [Massachusetts] Bay in New England in ye Colony of Conecticott [Connecticut] on ye other part witnesseth that I ye said Thomas Hancox for diverse good cause consideration hereunto have given granted … paid unto ye said Samuel Green for building a certain vessel after ye rate of two pound twelve shillings & sixpence per ton as ye said vessel shall come when built which said vessel is to be forty six foot Kell, eighteen foot waist, three ports (windows) of a side and built under ye wall with a two inch plank, the said Green to find mast boom (beam extending in front) & bone spirit (mermaid made of bone) and all other timber with all carpenter work to a cleet (back bone timber) as well not mentioned as mentioned to caulk & launch said vessel for low wind for in ye river of Connecticut … and also to have her fit to launch and launched before or in April which will be Anno. Dom.[in the year of the Lord] 1722.



Key

Summative Assessment - 6 grade Reading

1 - Based upon the document you just read, Is Governor Hancock?
A - Delighted to have the British solders come by
B - Wants to move to England
C - Getting ready to load up another ship because he made so much money on the last one.
D - is upset with the British Crown, and the civil government

2 - What was Governor Hancock's `claim?
A - He claimed that America was free.
B - He claimed he was deprived of his rights
C - He claimed the colonists of new England had suffered
D - He claimed everything was alright.

3 - Do you believe his claim is valid and is backed with evidence?
Yes
No

4 - Do you believe Governor Hancock spoke on behalf of the people of New England?
Yes
No

5 - Do you think he expressed the feelings of the majority of Americans at the time?
Yes
No

6 - Do you think the New England Colonists are happy and content at that time?
Yes
No

7 - After completing your evaluation of the letter, did you distinguish whether Governor Hancock's claims against the British government were:
A - truthful, valid, and were based on evidence and historical evidence
B- you discovered his claims were only opinions and inaccurate and had no evidence to support them?

8 - Do you think the British soldiers were justified under order of the King when they entered colonists homes, ate their food, slept in their beds
A - Yes
B - No

9 - Do you think they did no wrong when they seized Governor Hancock's ship and all it's supplies for free ? A- yes B - no

10- According to evidence, how much money did King George offer for Governor Hancock's head after he signed the Declaration of Independence?
A - 100 ponds B - 300 pounds C - 500 pounds D - nothing