Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
6th grade	Writing		Ancient Rome

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days 90-120 minutes per day	4th quarter	**Production and distribution of Writing:** W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Research to Build and Present Knowledge: W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Unit Description: This thematic unit from the Core Knowledge Sequence is about Ancient Rome. Students begin the unit creating a timeline and creating a graphic organizer. Students complete the unit and show mastery by writing an essay based on their research on Ancient Rome.

Standards: See instructions on page 15.	Writing Standards, Text type and Purposes, 6-2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definitions, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will demonstrate writing informative texts and conveying ideas using the final draft of their research essay on Ancient Rome.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will be assessed using a rubric that outlines 7 elements of an informative text. Each criterion is worth 4 points. 20 out of 28 points is mastery which is at least a 70%.
Materials/Resources Needed *Include all items for the entire unit.*	Research on Rome, large paper for class timeline, cause and effect graphic organizer, peer editing handout, rubric for the essay

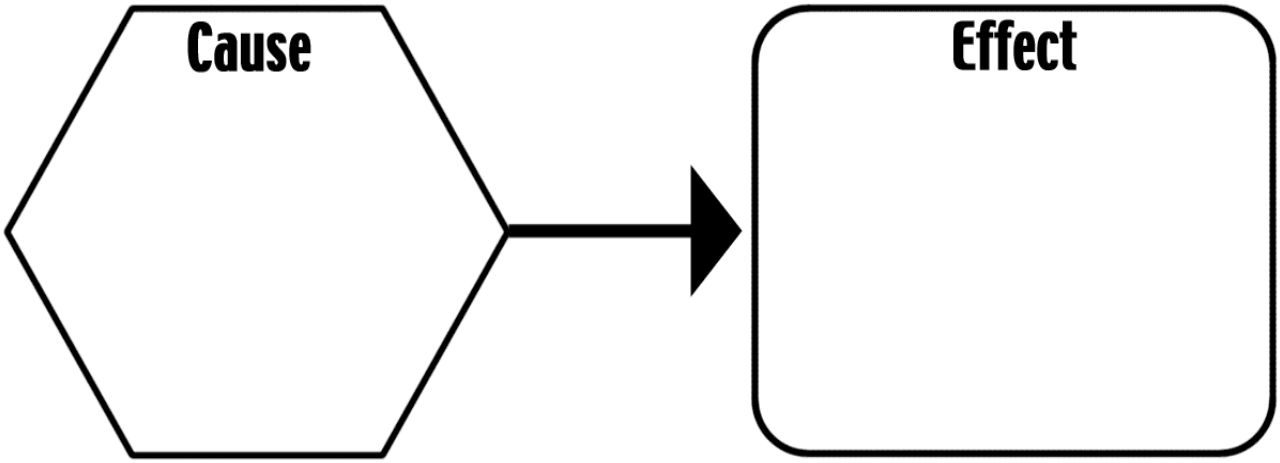
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will introduce and organize the history of Ancient Rome. Anticipatory set: What is a timeline? Why are timelines important? Instructional Input: Teacher explains timelines and why timelines/outlines are important when writing an informative piece. Discuss organization of a paper. Guided Practice: As a class, we will create a <u>timeline</u> of Ancient Rome based on the research you've done in order to understand where everything fits chronologically in history. Students will copy the timeline and add it to their papers. Active Participation: Students will write events on the class timeline themselves. Check for Understanding: Why are timelines important when writing a	Objective: Students will develop the topic of the history of Ancient Rome using compare/contrast and cause and effect. Anticipatory set: What does it mean to compare and contrast something? What is an example of cause and effect? Instructional Input: Teacher discusses cause and effect and compare and contrast. Teacher gives an example of each in ancient Rome. Check for Understanding: Can you think of another cause and effect based on your research? Guided Practice: Students will work with a partner to complete a cause and effect graphic organizer. Independent Practice: Students will use the class graphic organizer to write a paragraph about cause and effect in Ancient Rome in relation to their ongoing essay.	Objective: Students will use demonstrate using appropriate transitions, precise language and maintaining a formal style. Anticipatory set: What does it mean to have a formal style when you write? Instructional Input: Give examples of appropriate transitions including, vocabulary, and what a formal style vs casual style looks like. Guided Practice: Show students examples of writing. Active Participation: Ask: Is this formal? Why or why not? Have students respond on their white boards. Check for Understanding: How can you tell if you're using a formal style? Independent practice: Students will write some transitions that they can	Objective: Students will demonstrate knowledge of organizing, analyzing and conveying ideas in an essay. Anticipatory set: Get with a partner. Discuss: How can having a friend read what you write help you have organization and convey ideas well? Instructional Input: Teacher will give the peer editing rubric and review the expectations for peer editing. Check for Understanding: What are some of the guidelines for peer editing? Guided Practice: Teacher will circulate the room to answer questions and keep students on task. Independent Practice: Students review the comments on their paper and make changes as necessary for their ongoing essay. Closure: Why is it	Objective: Students will demonstrate examining a topic, conveying information and analyzing relevant content. Anticipatory set: What is the last step after peer editing? Instructional Input: The teacher will review the rubric for the essay. Check for Understanding: What must your essay have according to the rubric? Guided Practice: Students will write the final draft of their essay during class incorporating the edits that their peers made. Closure: Turn in papers for assessment.

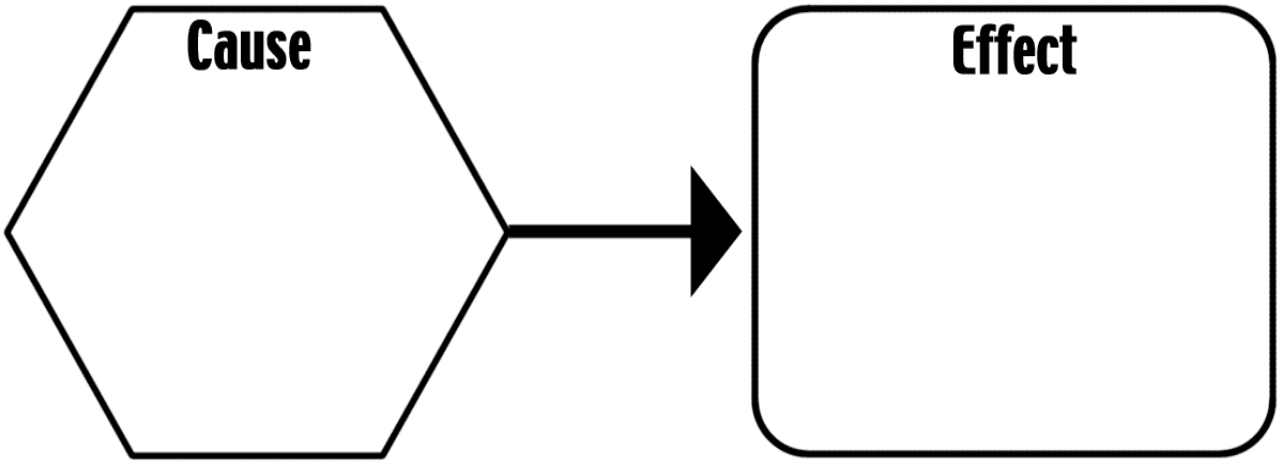
	piece on a subject? Independent Practice: Using the timeline students will begin working on outlining their essay and writing an introductory paragraph. Closure: How did the timeline help you in your writing?	Closure: Please share a cause and effect from your organizer.	use in their essay and work on their formal style in relation to their ongoing essay. Closure: What are some transitions you're going to use in your paper? The first draft of your paper is due tomorrow.	important to have an introduction and conclusion?	

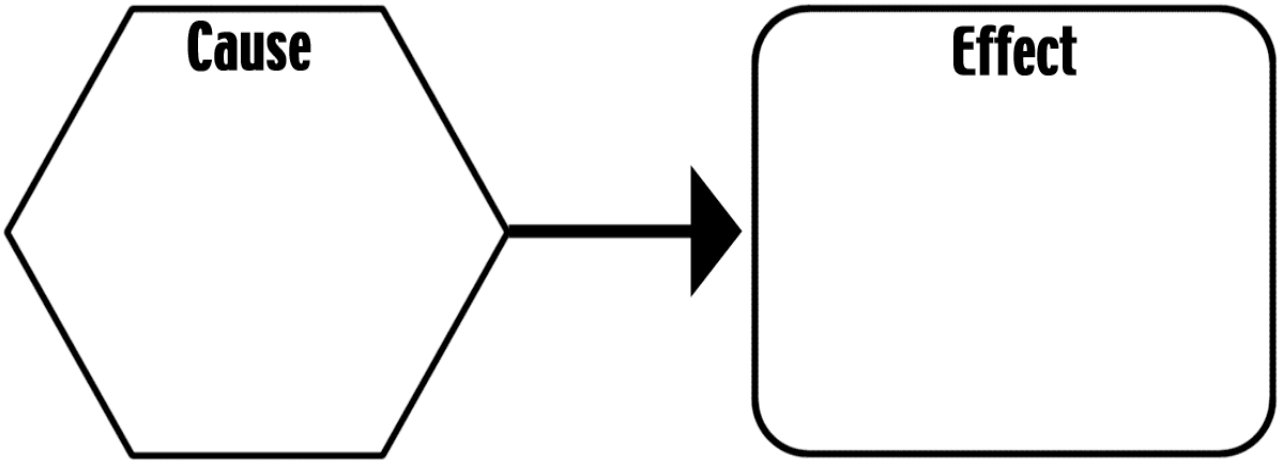
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student	Students discuss: What is	Students discuss: What	Students discuss: what	Students discuss with a	Students discuss: What is

Activities and Timeline	a timeline? Why are timelines important? Students will create a timeline of Ancient Rome based on the research they've done in order to understand where everything fits chronologically in history. Students will copy the timeline and add it to their papers. Students will write events on the class timeline themselves. Students discuss: Why are timelines important when writing a piece on a subject? Students use the timeline students will begin organize their research and begin writing about Rome. Students discuss: How did the timeline help in your writing?	does it mean to compare and contrast something? What is an example of cause and effect? Students give another cause and effect based on research. Students work with a partner to complete will complete a cause and effect graphic organizer. Students will use the class graphic organizer to continue to organize their research and begin writing. Students share a cause and effect from organizer.	does it mean to have a formal style when you write? Students look at examples of writing, and answer Is this formal? Why or why not? students respond on white boards. Students discuss: How can you tell if you're using a formal style? Students will write some transitions that they can use in their essay. Students discuss: What are some transitions you're going to use in your writing.	partner: How can having a friend read what you write help you have organization and convey ideas well? Students discuss: What are some of the guidelines for peer editing? Students read their partners paper and use the peer editing rubric to review it. Students review the comments on their own paper. Students discuss: Why is it important to have an introduction and conclusion? What does it mean to maintain a formal style?	the last step after peer editing? Students review the rubric for the essay. Students discuss: What must your essay have according to the rubric? Students will write the final draft of their essay during class. Students turn in papers for assessment.

Name _____ Date _____







Peer Editing
Handout

There are three steps to good peer editing:

1. **Compliment** the author
    - What are a few things that you liked about the author's writing?

2. Make specific **suggestions** regarding the author's
    - Word choice- specific vocabulary about the topic
    - Use of details- are there quotations? Definitions?
    - Organization- are there transitions?
    - Sentence length
    - Style- Did they use a formal style?
    - Introduction/conclusion

3. Mark **corrections** on the writing piece
    - Look for spelling, grammar, and punctuation mistakes.

In addition, remember to:

- Stay positive!
- Be specific!

Rubric for Rome Essay

		Criteria			Points
	1-Falls below standards	2-approaches standards	3-meets standards	4- exceeds standards	
Introduce a topic clearly	There is no clear introduction of the topic	The introduction states a topic in the paper, but not necessarily the main topic and does not preview the structure of the paper.	The introduction states the main topic but does not preview the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper.	
Develop a topic with facts and concrete details and include cause and effect or compare and contrast	The main idea is not clear and there is a random collection of information. No cause and effect or compare or contrast.	Main idea is somewhat clear but there is a clear need for more supporting information. No cause or effect or compare or contrast	The main idea is clear but the supporting information is general. There is cause and effect or compare and contrast	There is one clear, well focuses topic. Main idea stands out and is supported by detailed information. Contains both cause and effect and compare and contrast	
Include graphics like charts or tables	The piece does not contain a chart or table.	The piece contains a chart or table and it somewhat supports the topic.	The piece contains both a chart and table but they do not support the main topic.	The piece contains both a chart and table and both support the main topic.	
Link ideas within and across categories using words, phrases or clauses	No use of words that link ideas.	Some ideas are linked using words, clauses or phrases.	Most of the ideas are linked using words, phases or clauses.	All ideas are linked using words, phrases and clauses.	
Use precise language and domain specific vocabulary to explain about the topic	No strong verbs, no specific language or precise language.	Some use of strong verbs, but not specific or precise language to the topic.	Limited use of strong verbs, some use of specific language or precise language.	Strong verbs, a variety of specific language, and precise language	
Establish and maintain a formal style	No formal style established.	The formal style is established but not maintained throughout	The formal style is random throughout.	Clear establishment and maintenance of a formal style	
Provide a concluding statement related to the information	There is no clear conclusion, the piece just ends.	The conclusion is recognizable, but does not bring the ideas together.	The conclusion is recognizable and brings most of the ideas together.	The conclusion is strong and leaves the reader with a feeling that they understand the topic.	

Score: _____/28

Each criterion is worth 4 points. 20 out of 28 points is the minimum needed for mastery.

Number correct:	Percent:	
1-13	10% -49%	Falls Far Below
14-19	50%-69%	Approaches
20-28	70%-100%	Meets Mastery Level