El Rancho Unified School District

Grade: 6 Selection: *The Great Wall* Genre: Nonfiction	Unit 3- HM Theme 4: Embracing Heritage Theme Concept: Interaction between Cultures Essential Question: How does heritage define us individually and as a nation?

Type of Text	Common Core Standards
Literary Text ☑ **Informational Text**	RI.6.1; RI.6.2; W6.2 *See Common Core State Standards and Long-term Learning Targets (LOL)*
Selection Writing	Resources: HM: "Two Cultures, One Wall" p 388-389 "The Emperor's Silent Army" p 272-275 in Social Studies' TBook
Narrative ☐ **Opinion/ Argumentative** ☑ **Informative/ Explanatory**	Holt Grammar Workbook , or English Workshop Introductory Course ISBN 0-03-097173-X

Academic Vocabulary				Essential Skills
Tier 1 (Standard specific vocabulary)		**Tier 2** (Content specific vocabulary)		
Nonfiction Cause and Effect Compare & Contrast Noting Details Main Idea Topic Supporting Details Dynastic Cycle	Connotation Summary Analyze Evidence Inference Explicit/Implicit Timeline	blueprint technique terrain craftsmen laborers dynasty durable stonemasons massive	steppe ingenious insurmountable vying extravagance imposed nomadic domain unity excluding	*See Common Core State Standards and Long-term Learning Targets* *Cause/Effect graphic organizer* Write informative/explanatory texts to examine a topic and convey ideas, concepts. Introduce a topic or thesis statement; organize ideas, concepts, and information, using comparison/contrast Develop the topic sentence with relevant facts and supporting details. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	In what ways does the information in the preface of the text help the audience to better understand the selection? List details to support your findings.	392

2	What does the author mean by *There was no master plan or blueprint for a Great Wall?*	393
2	What important details would you include in a summary of the information on page 393?	393
2	How do the different sections of the wall reflect the characteristics of the regions where they were built?	393
3	In what ways were the Chinese soldiers communication methods a defense against Mongol warriors?	397
3	What unexpected circumstance led to the defeat of the Ming Dynasty? (Dynastic Cycle)	398
2	Describe what life was like for the Chinese people during the Ming Dynasty? Cite specific examples, from the text, of extravagance and corruption in the Ming government.	398
2	What effects did the construction of the Great Wall have on the Chinese people?	393
2	Reread page 398. Identify signal words, and write two *cause-and-effect* statements from the text.	398
2	Why does the author state *The wall was meaningless?*	400

Performance Tasks (DOK 4)
The students will write a *compare and contrast* paragraph. The nomadic Mongols invaded China for centuries. Compare the protective strategies the Chinese soldiers used under the Ming Dynasty at the end of the building of the Great Wall to the protective strategies of the Chinese soldiers under the Qin Dynasty before the Great Wall was built. Use the two informational readings to support your position.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
See writing above.	Social Studies Ch 8-3 The Qin and the Han p 266-271	Social Studies Ch 8-3 The dynasties of China Calculate how long it would take to walk the Great Wall, and interpret physical features of the Great Wall border. See map p 269 for scale and key

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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