

**Unit Title: Woodsong**

**Grade Level: 6**

**Subject Area: *English***

**Duration/Length/Number of class periods: one month - 20 class periods**

**Description:**

Students will read the autobiography Woodsong, by Gary Paulsen.

**Established Goals (National, State, Local):**

MN State Academic Standards for grade 6.

**What Enduring Understandings are desired?**

Students will understand why Gary Paulsen's attitude towards nature and animals changes because of his encounters with wildlife and sled dogs.

Students will understand why people are drawn to autobiography and biography.

**What Essential Questions will be considered?**

How does Gary Paulsen hook his readers?

How did Gary Paulsen's encounters with wildlife change his attitude toward nature?

How can you relate to some of Gary's stories/mysteries?

Why are people drawn towards biography and autobiography?

**Students will know / be able to:**

Cite textual evidence to support analysis of what is explicitly stated or implied in a text.

Determine a theme or central idea of a text and how it is supported through details.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Interpret words, phrases, and figurative meanings as they are used in a text.

<b>Description</b>  <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	<a href="#">Fo rm ati ve</a>	<a href="#">Su m ma tiv e</a>	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu dent Tec hno logy Use d	Teac her Tec hno logy Used	<a href="#">ISTE Stan dard s</a>
<b>Week 1</b> Introduce novel (Woodson), author (Gary Paulsen, MN author), and genre (autobiography) Use video clips of Gary Paulsen before students begin to read novel			<b>X</b>			<b>X</b>	
Read chapters 1-3 (p. 1-29)- respond to specific questions through group discussion	<b>X</b>						
Identify relevant details about Gary Paulsen and lessons in blood (deer/wolves, Storm/dogfood, Gary/kneecap)	<b>X</b>						
Identify the theme using specific details from the book -Gary's attitude towards nature and animals changes because of his encounters with wildlife and sled dogs	<b>X</b>						
Use context to determine meaning of words- use Quizlet to practice					<b>X</b>		
<b>Week 2</b> Read chapters 4-6 (p.30-64) -respond to specific questions through group discussion	<b>X</b>						
Identify relevant details about animal mysteries Gary Paulsen encounters and draw conclusions based upon evidence	<b>X</b>						
Tell how these mysteries shape Paulsen over the course of the book	<b>X</b>						
Interpret figures of speech in context						<b>X</b>	
Use context to determine meanings of words-use quizlet to practice					<b>X</b>		
<b>Week 3</b> Read chapters 7-8 (p.64-85) - respond to specific questions through group discussion	<b>X</b>						
Interpret symbolism (stick and Storm)							
Identify conflict (nature, self, others) in the text						<b>X</b>	
Use context to determine meanings of words-use quizlet to practice					<b>X</b>		
<b>Week 4</b> Read The Race (p.89-132) respond to specific questions through group discussion. Students will research the Iditarod race on chromebooks and pick a musher to follow throughout the entire race.	<b>X</b>				<b>X</b>		
Follow the Iditarod race online					<b>X</b>	<b>X</b>	
Produce clear writing entries in a journal for the seventeen days of The Race					<b>X</b>	<b>X</b>	
Use context to determine meanings of words-use quizlet to practice					<b>X</b>		
<b>Week 5</b> Final Test		<b>X</b>					
Compare and contrast the book and the movie IRON WILL using specific		<b>X</b>					

details from both							
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<b>Materials, tools and resources</b>
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<b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b>
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<b>Additional credit given to</b>
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