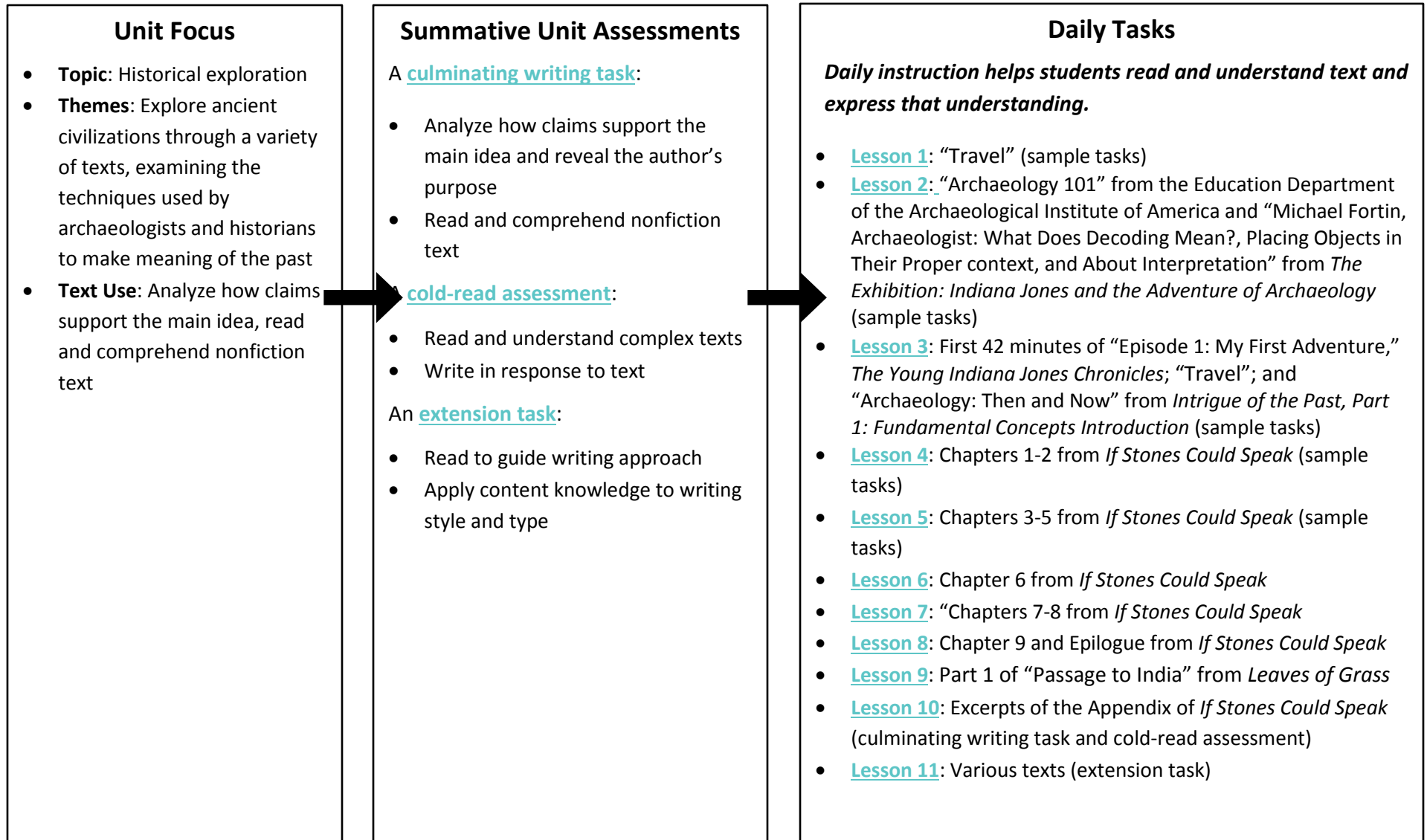


UNIT: IF STONES COULD SPEAK

<p>ANCHOR TEXT <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i>, Marc Aronson (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “Travel,” Robert Louis Stevenson (Poem) • Part 1 of “Passage to India” from <i>Leaves of Grass</i>, Walt Whitman (Poem) <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “Archaeology 101” from the Education Department of the Archaeological Institute of America • “Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i>, Research Laboratories of Archaeology • “Profiles of Archaeologists” from <i>Intrigue of the Past</i>, Research Laboratories of Archaeology <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • “Michael Fortin, Archaeologist: What Does Decoding Mean?,” “Michael Fortin, Archaeologist: Placing Objects in Their Proper Context,” and “Michael Fortin, Archaeologist: About Interpretation” from <i>The Exhibition: Indiana Jones and the Adventure of Archaeology</i>, National Geographic (Website) • Excerpt from “Episode 1: My First Adventure,” <i>The Young Indiana Jones Chronicles</i> (Film) 	<p>UNIT FOCUS</p> <p>Students will explore history and will learn that archaeologists, like detectives, work to piece together the past through investigation. Archaeological research provides us with “stories” of human history that help us understand the past more completely. The texts in this unit expose students to diverse perspectives and challenge them to analyze data and draw meaningful conclusions about history.</p> <p>Text Use: Analyze how claims support the main idea, read and comprehend nonfiction text</p> <p>NOTE: This unit can connect to social studies (particularly ancient world history), as students examine techniques used to learn about civilizations of the past.</p> <p>Reading: RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10</p> <p>Writing: W.6.1a-e, W.6.2a-f, W.6.3a-e, W.6.4, W.6.5, W.6.6, W.6.8, W.6.9a-b, W.6.10</p> <p>Speaking and Listening: SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.6</p> <p>Language: L.6.1a-e, L.6.2a-b, L.6.3a-b, L.6.4a-d, L.6.5a-c, L.6.6</p> <p>CONTENTS</p> <p>Page 82: Text Set and Unit Focus</p> <p>Page 83: <i>If Stones Could Speak</i> Unit Overview</p> <p>Pages 84-87: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 88: Instructional Framework</p> <p>Pages 89-97: Text Sequence and Sample Whole-Class Instruction</p>
---	---

If Stones Could Speak Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

In *If Stones Could Speak: Unlocking the Secrets of Stonehenge*, the author says, “This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world” (pp. 8-9). What does Marc Aronson mean by this statement? How does he explain and support this idea throughout the text? Write a multi-paragraph essay with clear reasons and relevant evidence that analyzes how the author introduces and elaborates his central idea and purpose. **(RI.6.2, RI.6.3, RI.6.6, RI.6.8, W.6.9b, W.6.10)**

Teacher Note: *The completed writing should introduce a claim about the main idea of the text and how it reveals the author’s purpose. (W.6.1a, b, c, e) Students should use grade-appropriate words and phrases and a variety of sentence patterns in their writing. (W.6.1d, L.6.3a-b, L.6.6) The writing should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.6.1a, c, d; L.6.2b)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Historical exploration • Themes: Explore ancient civilizations through a variety of texts, examining the techniques used by archaeologists and historians to make meaning of the past • Text Use: Identify the main idea, support the main idea with claims from the text, read and comprehend nonfiction text 	This task assesses: <ul style="list-style-type: none"> • Analyzing how claims support the main idea and reveal the author’s purpose • Reading and comprehending nonfiction text 	Read and understand text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 6 • Lesson 7 • Lesson 8 • Lesson 10 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ ASSESSMENT²

Read “Archaeologists and Their Theories” and “The Ever-Changing Time Line of Stonehenge” from the Appendix of *If Stones Could Speak* by Marc Aronson. Then read “[Profiles of Archaeologists](#)” from *Intrigue of the Past* by Research Laboratories of Archaeology. Answer a combination of multiple-choice and constructed-response questions³ about the texts, using evidence from the texts for all answers. Sample questions:

1. Summarize Aronson’s advice in “The Ever-Changing Time Line of Stonehenge.” How does “Archaeologists and Their Theories” support this advice? **(RI.6.2, RI.6.5, RI.6.6)**
2. Both David Moore and Linda Carnes-McNaughton mention similar frustrations about being an archaeologist—the challenge of preservation. Explain how each goes about trying to solve this problem through his or her work as an archaeologist. **(RI.6.3, RI.6.6, RI.6.8)**
3. Carnes-McNaughton says, “Being an archaeologist means looking at the world around us in a different perspective. We live in the present as we study the past in order to learn what to do in the future.” Given what Aronson wrote in *If Stones Could Speak*, would he agree with Carnes-McNaughton’s statement? Why or why not? **(RI.6.1, RI.6.6, RI.6.9, W.6.9b, W.6.10)**
4. Explain the following quote by Carnes-McNaughton: “It is not what you find, it is what you find out that’s important.” How is this idea explored throughout the texts in the unit? **(RI.6.1, RI.6.2, RI.6.5, W.6.9a-b, W.6.10)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Historical exploration • Themes: Explore ancient civilizations through a variety of texts, examining the techniques used by archaeologists and historians to make meaning of the past • Text Use: Identify the main idea, support the main idea with claims from the text, read and comprehend nonfiction text 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding complex texts • Writing in response to text 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 • Lesson 9 • Lesson 10 (use this task)

² Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

Reread page 27 from *If Stones Could Speak* by Marc Aronson.

Propose to students that they have been transported into the future, and a cataclysmic event has buried the city under debris. They have uncovered a portion of the city and are tasked with developing a set of field notes detailing their dig and discoveries. To prepare for and help them accomplish this task, take them through the following steps.

To prepare for this dig, you may want to use the following lessons to help students articulate how they should examine what they are finding in the dig:

- [Lesson 1.4: Archaeological Context](#)⁵
- [Lesson 1.6: Classification and Attributes](#)⁶
- [Lesson 1.8: It's in the Garbage](#)⁷
- [Lesson 2.9: Looking at an Object](#)⁸

Then, review some of the following texts and evaluate how each author followed the guidance provided in the above lessons to effectively analyze what he or she found.

- Pages 22-47 and 52-85 from *Motel of the Mysteries*, David Macaulay (read aloud)⁹
- [The Secrets of Vesuvius](#), Sara Bisel¹⁰
- “[Field Notes](#)” and “[Student Journals](#)”¹¹ from Archaeology’s Interactive Dig: In Vesuvius’ Shadow (July 2001-August 2003), *ARCHAEOLOGY Magazine* (Website)

Finally, prepare students to examine an area of the school and take their own notes, modeling them after the samples they have reviewed. Share with them a handful of items that they need to evaluate as archaeologists from the future. Have students “investigate” an area of the school or community as futuristic explorers (you may pull out some items for them to focus on that include things like keyboards, pencils and pens, clothing items, kitchen items, etc.). Have students create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life

⁴ Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ <http://www.rla.unc.edu/lessons/Lesson/L104/L104.pdf>

⁶ <http://www.rla.unc.edu/lessons/Lesson/L106/L106.pdf>

⁷ <http://www.rla.unc.edu/lessons/Lesson/L108/L108.pdf>

⁸ <http://www.rla.unc.edu/lessons/Lesson/L209/L209.pdf>

⁹ This text has limited availability. It is recommended, but not required for the set.

¹⁰ This text has limited availability. It is recommended, but not required for the set.

¹¹ <http://interactive.archaeology.org/pompeii/field/index.html> and <http://interactive.archaeology.org/pompeii/journals.html>

based on artifacts and evidence located at the “site.” (W.6.2a-f, W.6.3a-e) They can use a humorous or serious tone, but they should include vocabulary from material read and model their writing after the style of the texts included in the set.

Teacher Note: *The field notes and the accompanying narrative should use grade-appropriate words and phrases, vocabulary from the texts read, and a variety of sentence patterns, while maintaining a consistent tone and style. (W.6.2e, W.6.4, L.6.3a-b, L.6.6) Both the field notes and the narrative description should demonstrate command of proper grammar and usage (e.g., proper use of pronouns), punctuation, and spelling. (L.6.1a-e, L.6.2b) Engage students in peer editing to ensure the content and writing style emulates the provided models and meets expectations of standard English. (W.6.5) Both pieces of writing can be published electronically as a blog or some other digital medium. (W.6.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	What tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Historical exploration • Themes: Explore ancient civilizations through a variety of texts, examining the techniques used by archaeologists and historians to make meaning of the past • Text Use: Identify the main idea, support the main idea with claims from the text, read and comprehend nonfiction text 	This task focuses on: <ul style="list-style-type: none"> • Reading to guide writing approach • Applying content knowledge to writing style and type 	Read and understand the text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 9 • Lesson 11 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹² to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS INSTRUCTION

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹³</p> <p>“Travel,” Robert Louis Stevenson (Poem)</p>	<p>TEXT DESCRIPTION: This poem describes places in the world the speaker would like to visit, ending with a description of Egypt and references to exploring a pyramid as an archaeologist.</p> <p>TEXT FOCUS: This poem connects the study of archaeology and world travel. This poem serves as an introduction to the unit and situates and connects this unit of study in English language arts to social studies.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the text once aloud as a whole class and then have students reread it independently. Have students annotate and discuss the meaning of the poem. Students end by summarizing the poem and the key ideas in writing.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read this poem aloud as students follow along with a printed copy so they can hear the rhyming couplets and the poem’s rhythm. Then have students reread this poem independently. (RL.6.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • As students reread the poem, have them annotate the text¹⁴ through highlighting, circling, and taking notes in the margins. Their annotations should focus on the following: <ul style="list-style-type: none"> ○ Determine how many lines are in the poem; determine how many sentences are in the poem.¹⁵ ○ Evaluate the verb tense used throughout the poem. Are there any changes in verb tense?¹⁶ ○ Identify the punctuation that ends each line. Is there a noticeable pattern? Why is the different punctuation important?¹⁷ ○ Identify each geographic place mentioned based on the descriptions in the poem; for places where you are not sure, identify the most important clues, and we’ll discuss as a class.¹⁸ (RL.6.1, RL.6.5, L.6.4a, L.6.6)

¹³ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁵ There are 46 lines and two sentences.

¹⁶ Line 1 says, “I should like to rise and go...” The majority of the poem is told in present tense. Line 39 says, “There I’ll come when I’m a man...” The first line indicates the speaker has a current desire to see the world, but he has not yet done so. Line 39 indicates a shift in time from the present to the future.

¹⁷ The dashes indicate change in reference to a different geographic location.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ The title of the poem is “Travel.” What is the speaker’s attitude toward travel? Identify the words and phrases that you used to determine the speaker’s attitude. (RL.6.1, RL.6.4, RL.6.6, L.6.5c) ○ Mark the most significant shift in the poem. What signals to you that there is a shift? Briefly describe what happens in the poem prior to the shift. What happens after the shift? How does this shift contribute to your understanding of the poem? (RL.6.5) <ul style="list-style-type: none"> ● As a class, discuss the annotations and poem, ending with a discussion about the theme of the poem. Ask students to discuss with a peer: What is a theme of “Travel”? How is that theme developed in the poem? (RL.6.2) Throughout the discussion, prompt students to use accountable talk¹⁹ and reference their annotations and lines from the poem as support for their inferences. (RL.6.1, SL.6.1a-d) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Conclude the lesson by having students create a written response based on the class discussion, identifying a theme and explaining how the theme is supported in “Travel.” (RL.6.1, RL.6.2, W.6.1a-b, W.6.9a, W.6.10) Provide students with an answer frame²⁰ to support them in organizing their writing.
<p>LESSON 2:</p> <p>“Archaeology 101” from the Education Department of the Archaeological Institute of America</p> <p>“Michael Fortin, Archaeologist: What Does Decoding Mean?,” “Michael Fortin, Archaeologist: Placing Objects in Their Proper Context,” and “Michael Fortin, Archaeologist: About</p>	<p>TEXT DESCRIPTION: “Archaeology 101” provides an overview of archaeology. The text contains technical vocabulary and ideas and can be divided into chunks to be studied over the course of several days. The videos highlight the value of exploration, the importance of thoughtful analysis, and information about the profession.</p> <p>TEXT FOCUS: Watching the videos while reading the article help students understand the technical ideas in “Archaeology 101.” These texts build background knowledge (e.g., critical vocabulary and concepts) students will use throughout the unit. Students study the article and videos to develop an understanding of the main ideas of archaeology, including the techniques and processes, specialized vocabulary, and importance of studying the past. (RI.6.2, RI.6.4, RI.6.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read “Archaeology 101” as a group and have students reread it in small groups, defining key vocabulary throughout. Watch the video as a class. Students begin a “field journal” that they will use throughout the unit to take notes and build their understanding of archaeology.</p>

¹⁸ Depending on what has already been discussed in social studies, many of these references may require some additional research, which the teacher can model searching for references during the discussion. Line 2: “golden apples” is a reference to Greek mythology; line 6: “lonely Crusoes” is a reference to *Robison Crusoe*, stranded on an island in the Caribbean; lines 7-12: “Eastern cities,” “mosque and minaret,” and “for sale in the bazaar” are references to the Middle East; line 13: “the Great Wall round China” specifically mentions China; lines 17-20: “forests,” “apes and cocoa-nuts,” and “negro hunters’ huts” likely refers to rainforests in Congo; lines 21-24: “Nile” also refers to northern Africa; lines 25-30: “palanquin” refers to a specific type of vehicle used in India; lines 31-46: “desert sands” and “dusty dining-room” (pyramids) “pictures on the walls” (hieroglyphics) and “Egyptian boys” (young pharaohs, such as King Tutankhamun) all refer to Egypt.

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Interpretation” from <i>The Exhibition: Indiana Jones and the Adventure of Archaeology</i>, National Geographic (Website) (Note: Each of these videos is available after the introductory clip from an Indiana Jones movie.)</p>	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • “Archaeology 101” is complex and can be broken into different sections for students to read, reread, and analyze to develop a complete understanding of the entire article (e.g., “Introduction,” “Material Culture,” “Types of Archaeology,” “The Process of Archaeology,” “Techniques and Tools,” “Destruction of Cultural Heritage”). Alternate between reading different sections aloud while students follow along and having students read a section in pairs. Following the first reading of a section, have students summarize the section and work with the vocabulary (see below). (RI.6.2) • Watch the videos as a class after reading the section “The Process of Archaeology” from “Archaeology 101.” • This unit likely contains a lot of new vocabulary words. Have students keep track of and add to the growing vocabulary knowledge throughout the unit through a classroom vocabulary display,²¹ which allow students to categorize and visually represent the connections between various words. (L.6.5b, L.6.6) In this reading, have students define some of the key vocabulary from “Archaeology 101” (e.g., <i>scope, necessitated, interpretive, specialized, culture [material culture], features, artifacts, reconstruct, inundated, habitation, resolve, impetus, accumulation, successive, human agency, emerge</i>). (RI.6.4; L.6.4a, d) (Note: A specialized dictionary for archaeology is available here.²²) Note for Small-Group Reading: If students struggle to understand the archaeological concepts, support them by reading additional texts that provide similar information. Example text: Archeology for Kids²³ from the National Park Service. • After rereading the text, provide students with a list of Greek and Latin affixes and roots. Have students select and sort the different forms of words used throughout the text (i.e., <i>excavations/excavate/excavated/unexcavated/excavators, preservation/preserved/preserve, and conservators/conservation/conserved, conducted, context</i>) to develop word families²⁴. Then have students determine how the addition of a Greek or Latin affix changes the part of speech and meaning of the word. (L.6.4b, c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • For each section of text read, have students keep track of the information being presented, focusing on how main ideas of each section are introduced and elaborated on in the text (e.g., through examples, definitions, pictures, etc.) and supported through evidence. (RI.6.1, RI.6.3, RI.6.8) See Express Understanding (below) for how students can

²¹ <http://gato-docs.its.txstate.edu/departments-of-curriculum-and-instruction/people/faculty/jackson/Interactive-Word-Walls-Science-Scope-J-Jackson/Interactive%20Word%20Walls%20Science%20Scope.J.Jackson.pdf>

²² <http://www.archaeological.org/education/glossary>

²³ <http://www.nps.gov/archeology/public/kids/index.htm>

²⁴ Word families are groups of words that are sufficiently closely related to each other. Words can be grouped into families in two main ways: they are similar in form or their meanings are related.

TEXT SEQUENCE	TEXT USE
	<p>keep track of their notes and understandings as they read. Have students select a particular sentence, paragraph, and section and describe how it supports a central idea of “Archaeology 101.” (RI.6.5) For example, as students read “Types of Archaeology” in pairs, have them determine how the section is organized and identify the various types of archaeology and their connections. For each type of archaeology, have students include a summary of the evidence provided in the article and identify where more evidence or support is needed.</p> <ul style="list-style-type: none"> • After watching the videos, have students integrate any additional information gathered while watching the videos into their notes to develop a more complete understanding of archaeology. (RI.6.7, SL.6.2) • Conduct a class discussion in which students explain how archaeology works based on the lessons learned from “Archaeology 101.” (RI.6.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Create a “field journal” (i.e., reading log/journal) to maintain throughout the unit. Have students create an entry for each day of the unit in which they list and/or summarize the key concepts and terminology discussed, their reflections on the information, including any new “discoveries” made during the day’s lesson. Students may format their daily entries using a Cornell Notes²⁵ format.
<p>LESSON 3:</p> <p>First 42 minutes of “Episode 1: My First Adventure,” <i>The Young Indiana Jones Chronicles</i> (Film)</p> <p>“Travel,” Robert Louis Stevenson (Poem)</p> <p>“Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i>, Research Laboratories of Archaeology</p>	<p>TEXT DESCRIPTION: “Episode 1: My First Adventure” describes Indiana Jones’s experiences and adventures as a child in Egypt. Viewers learn various facts about the pyramids, mummification, and archaeological digs in Egypt. “Archaeology: Then and Now” provides an overview of archaeology, similar to “Archaeology 101.”</p> <p>TEXT FOCUS: Students read these texts together to learn how reading multiple texts can deepen and challenge current understanding. (RI.6.7, RI.6.9, SL.6.2) Similar to archaeologists, students locate evidence and draw conclusions. As new information is introduced, students adapt their thinking and understanding about various texts.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Watch “Episode 1: My First Adventure.” Students read “Travel” independently. Read “Archaeology: Then and Now” as a class and define key vocabulary. Students continue to build their “field notes” highlighting what they are learning about archaeology. Students end by writing and presenting on the importance of archaeology.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Watch the first half of “Episode 1: My First Adventure” of <i>The Young Indiana Jones Chronicles</i> as a class. • Have students independently read “Travel.” (RL.6.10) Conduct a class discussion in which students explain, citing

²⁵ <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

TEXT SEQUENCE	TEXT USE
	<p>evidence, how their understanding of the poem changed as a result of watching <i>The Young Indiana Jones Chronicles</i>. (RI.6.1, RI.6.7, SL.6.2)</p> <ul style="list-style-type: none"> • Read aloud “Archaeology: Then and Now” as students follow along. Have students keep track of and add to the growing vocabulary knowledge throughout the unit through a classroom vocabulary display,²⁶ which allow students to categorize and visually represent the connections between various words within the discipline. (L.6.5b, L.6.6) Have students consider the meaning of three or four of the following words in context: <i>comprises, facets, tempered, gleaned, provenience, interpretation, theoretical skills, excavation, temperamental, methodological, managerial, analytical, fundamental, cumulative, generalization, deduce, implications, survey, and synthesize</i>. (L.6.4a) • Create a class T-chart based on “Archaeology: Then and Now,” identifying the differences between archaeology of the past and archaeology of the present. In this chart, include the skills that modern archaeologists must possess. Prompt students to include a copy of the T-chart in their field journals. (RI.6.2) • Prompt students to review information they previously included from “Archaeology 101.” Compare the different presentations of information to determine which ideas or evidence from “Archaeology: Then and Now” is new, which is the same as information in “Archaeology 101,” and which contradict “Archaeology 101.” (RI.6.9) • In pairs, have students evaluate “Episode 1: My First Adventure” for its portrayal of archaeology and record their answers in their field journals. Students may consider the following questions: <ul style="list-style-type: none"> ○ What details are fictionalized or sensationalized? What details are factual? How accurate is this representation? (W.6.8) ○ What additional information would you need to investigate to determine the accuracy of the episode? (SL.6.3) ○ Why might screenwriters and/or directors choose to fictionalize historical accounts? (RL.6.9, RI.6.9) ○ How does watching the episode support, enhance, or change your understanding of archaeology? (RI.6.7, SL.6.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Prompt students to consider and select one of three quotations from “Episode 1: My First Adventure”: <ul style="list-style-type: none"> ○ “Maybe you’ll add a new page to history, or discover a treasure beyond price.” ○ “Archaeology doesn’t steal from the past—it opens it so that everyone may learn from its treasures.”

²⁶ <http://gato-docs.its.txstate.edu/department-of-curriculum-and-instruction/people/faculty/jackson/Interactive-Word-Walls-Science-Scope-J-Jackson/Interactive%20Word%20Walls%20Science%20Scope.J.Jackson.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ “We haven’t got enough proof yet. We need hard evidence.” <p>Have students determine how the quotation reflects the importance of archaeology. Then have students independently write a brief argumentative response in which they make a claim about the quotation and how it represents archaeology. Students should support the argument with relevant evidence from any of the texts read or viewed so far in the unit.²⁷ (RI.6.2, RI.6.5, W.6.1a-e, W.6.4) Have each student present his or her claim and evidence as a 90-second “commercial” for the importance of archaeology. (SL.6.4, SL.6.6) Then conduct a class discussion about the brief presentations, emphasizing the evolving methodology and value of archaeology for learning about the past. Prompt students during the discussion to draw parallels between the work and methodology of archaeologists and the “work” and methodology of an effective reader. (SL.6.2)</p> <ul style="list-style-type: none"> ● Note for Small-Group Reading: If some students struggle to understand these concepts, “Excavating Television”²⁸ from <i>The Archaeology Channel</i> by Amy Ramsay presents a similar argument.
<p>LESSON 4:</p> <p>Chapter 1: “The Secret of Stonehenge” and Chapter 2: “A Tour Around Stonehenge” from <i>If Stones Could Speak</i>, Marc Aronson</p>	<p>TEXT DESCRIPTION: Chapter 1 provides a firsthand account of a trip to Stonehenge and establishes that this book is full of questions and new discoveries. Chapter 2 offers a detailed structural analysis of Stonehenge and introduces several new vocabulary words.</p> <p>TEXT FOCUS: These two chapters contain excellent examples of descriptive writing and imagery as well as rich text features that enhance understanding. The text also reveals the importance of inquiry in the work of archaeologists.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the chapters in pairs. In their field journals, students summarize and identify the main idea of the text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● Have students read Chapters 1 and 2 with a partner. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Prompt students to maintain their field journals based on the following tasks as they read Chapters 1 and 2 with their partner:

²⁷ To support student writing, use mentor texts. For example, if students are struggling using transitions, review with students the sentence structure contained in “Archaeology 101” and “Archaeology: Then and Now.” Encourage them to identify patterns that each author uses to present factual information such as, “in many cases,” “the study of,” “the evidence,” “for instance,” etc. Model for students how to imitate the sentences (including using proper punctuation to set off nonrestrictive phrases) to develop proficiency in using transitions similar to the texts provided. (W.6.1c, W.6.5, L.6.2a, L.6.3a)

²⁸ <http://www.archaeologychannel.org/player/player.php?v=excavatingtv.mp4>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Summarize Chapters 1 and 2. (RI.6.2) ○ Determine the main ideas of each chapter and describe how the author introduces and supports those ideas (e.g., anecdotes, rhetorical questions, comparisons/analogies, introducing opposing views, diagrams, maps, captions, etc.). (RI.6.2, RI.6.3, RI.6.8) ○ Focus on paragraphs 4 and 5 of Chapter 1. Reread those paragraphs and analyze how they contribute to the development of a main idea of the text. (RI.6.5) ○ Reread page 14 to develop a clearer understanding of technical vocabulary. Ask students to consider how the images support their understanding of the text. Create an analogy for the description on page 14. (RI.6.7, L.6.4a, L.6.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Conduct a class discussion based on the following question: How do the main ideas of Chapters 1 and 2 offer new information, support, or challenge ideas expressed in “Archaeology 101” and “Archaeology: Then and Now”? (RI.6.9, SL.6.1a-d)
<p>LESSON 5:</p> <p>Chapter 3: “The Making of an Archaeologist,” Chapter 4: “The Man from Madagascar,” and Chapter 5: “The Question” from <i>If Stones Could Speak</i>, Marc Aronson</p>	<p>TEXT DESCRIPTION: These chapters provide the background for how Mike Parker Pearson came to develop a new theory about Stonehenge.</p> <p>TEXT FOCUS: Students continue to read and analyze the informational text to understand the methodology for archaeological digs and the nature of knowledge, understanding, and the inquiry process.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the chapters independently. Students continue to work in their field journals to make meaning of the text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● Have students read Chapters 3 and 4 independently and then read aloud Chapter 5 as students follow along with a printed copy. (RI.6.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Prompt students to maintain their field journal based on the following tasks as they read Chapters 3-5: <ul style="list-style-type: none"> ○ Summarize Ramilisonina’s involvement in the discoveries at Stonehenge. Why is Ramilisonina important? What knowledge and experiences did he have that contributed to his unique conclusions? (RI.6.2) ○ Examine the various theories of Stonehenge: Identify the claims made about the origins of Stonehenge. Who

TEXT SEQUENCE	TEXT USE
	<p>made (or took credit for) each claim? What evidence that supports the claim? Who corroborated the claim or proved it to be false? Organize the claims into a graphic organizer to visually represent the connections between the various claims and the changes in thinking over time. (RI.6.8)</p> <ul style="list-style-type: none"> ○ Summarize the basketball court analogy on page 27. How does this analogy contribute to the development of main ideas of <i>If Stones Could Speak</i>? (RI.6.2, RI.6.5) ○ Describe Mike Parker Pearson’s approach to exploring his theory of Stonehenge. Identify the steps he takes to explain his claims. (RI.6.2)
<p>LESSON 6:</p> <p>Chapter 6: “Mike’s Decision” from <i>If Stones Could Speak</i>, Marc Aronson</p>	<p>TEXT DESCRIPTION: This chapter details Mike Parker Pearson’s decision to pursue the archaeological dig at Stonehenge despite the fact that his theory called into question most of what people had come to accept as facts about Stonehenge.</p> <p>TEXT FOCUS: Students can continue examining the various theories of Stonehenge and describing Mike Parker Pearson’s methodology in their field journals. (RI.6.2, RI.6.8) Compare photographs to artistic drawings (pages 36 to 38) to gain a more coherent understanding of the text. (RI.6.7)</p>
<p>LESSON 7:</p> <p>Chapter 7: “The Lost Village” and Chapter 8: “The Alignment, and the Mistake” from <i>If Stones Could Speak</i>, Marc Aronson</p>	<p>TEXT DESCRIPTION: These chapters detail Mike Parker Pearson’s dig and discoveries, including how he corrected misunderstandings by reviewing previous findings and locating additional evidence that challenged theories about the purpose of Stonehenge once accepted as fact.</p> <p>TEXT FOCUS: As these chapters detail the archaeological dig and findings, the text is more technical and requires students to use images, diagrams, and graphics to support their understanding of the text. Students can continue examining the various theories of Stonehenge and describing Mike Parker Pearson’s methodology in their field journals. (RI.6.2, RI.6.8) Students can evaluate Pearson’s methodology in writing to determine whether it aligns with the methodology suggested by “Archaeology 101” and “Archaeology: Then and Now,” citing textual evidence. (RI.6.1, RI.6.9, W.6.9b)</p>
<p>LESSON 8:</p> <p>Chapter 9: “The Story We Can Now Tell” and Epilogue: “Seeing Stonehenge” from <i>If Stones Could Speak</i>, Marc Aronson</p>	<p>TEXT DESCRIPTION: Chapter 9 explains Mike Parker Pearson’s theory for the purpose of Stonehenge and his supporting evidence. The epilogue provides the author’s final claim about his purpose for writing <i>If Stones Could Speak</i>.</p> <p>TEXT FOCUS: Students can summarize the theory Mike Parker Pearson proposes about Stonehenge and include supporting evidence in their field journals. (RI.6.1, RI.6.2, W.6.9b) They can also identify remaining questions about Stonehenge that lack answers with sufficient evidence or support. (RI.6.8) Students determine the author’s purpose for writing <i>If Stones Could Speak</i>, use their field journals to determine a main idea of the entire text, analyze how it is developed throughout the chapters, and evaluate whether the author’s final claim has sufficient evidence and support. (RI.6.2, RI.6.6, RI.6.8)</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 9:</p> <p>Part 1 of “Passage to India” from <i>Leaves of Grass</i>, Walt Whitman (Poem)</p>	<p><u>TEXT DESCRIPTION:</u> This poem illustrates an image of the past and its role in the present.</p> <p><u>TEXT FOCUS:</u> Students analyze the poem, focusing on how the language and devices used reveal the speaker’s point of view on the past. (RL.6.2, RL.6.4, RL.6.6, L.6.5a) This poem offers opportunities to discuss themes of the unit focus, mainly how the past informs the present and reveals human stories that are waiting to be told. Students can consider the quotation, “It is not what you find, it’s what you find out,” in reference to this poem as well as other texts throughout the unit.</p>
<p>LESSON 10:</p> <p>“Archaeologists and Their Theories” and “The Ever-Changing Time Line of Stonehenge” from the Appendix of <i>If Stones Could Speak</i>, Marc Aronson</p> <p>“Profiles of Archaeologists” from <i>Intrigue of the Past</i>, Research Laboratories of Archaeology</p>	<p><u>TEXT DESCRIPTION:</u> These texts offer different perspectives about the process of archaeologists, as well as how the knowledge about the past can always be revised as new evidence is uncovered. They are sufficiently complex for grade 6.</p> <p><u>MODEL TASKS</u></p> <p>SAMPLE SUMMATIVE ASSESSMENT: Cold-read assessment and Culminating writing task</p>
<p>LESSON 11:</p> <p>Various texts included in the extension task</p>	<p><u>MODEL TASKS</u></p> <p>SAMPLE SUMMATIVE ASSESSMENT: Extension task</p>