

Module Summary

“And suddenly I could see a pattern of graves, side by side, one after another, reminders of the people who had lived and worked on the land around me. *Who were they, and what were their lives like?*”

–Sally M. Walker, *Written in Bone*

How did the struggle for power shape the settlement of the New World? What factors led to the near extinction of the Jamestown colony? How can science help us understand the mysteries of this time period?

These questions and others shape students’ inquiry as they explore *Blood on the River*, *Written in Bone*, and other texts about the Jamestown colony in Module 3. Learning begins with *Blood on the River*, a lively, engaging work of historical fiction that introduces the harsh realities of colonization through the eyes of the obstinate, tougher-than-nails protagonist Samuel Collier. As one of the younger settlers in the New World, Samuel learns the power of connection and compassion despite—or perhaps because of—the cutthroat and hostile environment that defines the settlement. Told from Samuel’s perspective, the novel includes the stories of several historical figures, such as Captain John Smith and the legendary Pocahontas, and depicts the New World as a place where love, faith, and camaraderie became valuable methods for sustenance and survival, more so than combat, conquest, and rigid social classification.

At the same time, the novel does not shy away from the internal and external battles for power during this time. Students learn that democracy in the New World was not born from a desire for universal equality but from internecine power struggles. The colonists’ exploitative, disingenuous, and violent treatment of the Powhatan tribe is a central storyline, and the novel tracks the demise of the American Indians as well as the settlers. Students complete their work with the novel by examining a speech by Chief Powhatan and deciding whether the accusations he makes about the colonists are warranted given their portrayal in *Blood on the River*.

Written in Bone, the second anchor text, tells a different kind of story about Jamestown written through the lens of forensic anthropology. With her detailed scientific account of the excavation of two colony sites, Sally M. Walker shows how excavation can uncover unprecedented knowledge about a lost culture; the analysis of soil samplings, disintegrated artifacts, and skeletal remains pieces together a string of fascinating clues that shed light on who these colonists were and how they lived and died almost four hundred years ago. The text details scientific procedures and archaeological methods while offering a fascinating account of how history can be extracted from the smallest of artifacts or bone. Donning the detective’s cap, Walker approaches history as a mystery, and proves her case that the study of archaeology is riveting and can exhume a gem of a story. Students incorporate ideas from both of these worlds—the vivid historical fiction of *Blood on the River* and the engaging scientific discoveries of *Written in Bone*—to better understand the challenges faced by those in the Jamestown colony.

Throughout the module, students continue gathering ideas about the elements contributing to Jamestown’s disastrous beginnings, leading them toward their ultimate argument: Were social or environmental factors to blame for Jamestown’s fate? Students study arguments in context, looking at Jeffery Sheler’s article “Rethinking Jamestown” as both a model of argumentative writing and as

another perspective on what recent scientific research has revealed about the true experiences of Jamestown settlers. Complementing the module's craft work and texts, the concept of observation is explored through the ideas of art historian, Amy Herman, challenging students to fine-tune their observation skills as they develop a claim about this time period as well as understand the importance of careful perception by those working to construct the story of Jamestown's history. In addition, students conduct self-directed, informal research to learn more about an aspect of the colonization of Jamestown that interests them. Presenting this research to peers gives all students a chance to deepen their understanding of the conflicts that tested the colony's ability to thrive.

Finally, students complete an End-of-Module (EOM) Task. Incorporating all that they've learned about Jamestown's struggles, students compile their evidence and evaluate which factors most significantly impacted the colony's development and decline. In this culminating argumentative writing assignment, students support their claim with clear reasoning, incorporating relevant evidence and elaboration to create a compelling argument. This essay incorporates understandings built across genres, assessing the forces—both internal and external—that brought the near demise of the Jamestown colony. While some things will forever remain unknown about this period in American history, the story Jamestown tells about power and conflict is one that is relevant and familiar today.

Essential Question

How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?

Suggested Student Understandings

- History, or historical truth, is not fixed or static; there are always additional, important stories and new ways of interpreting the past that can enrich our collective historical understanding.
- Historical fiction helps illuminate historical truth, depicting real people and events from the past, grounded in research, but also enhanced by word choice, descriptive detail, and narrative techniques like dialogue.
- The Jamestown colony developed from internal conflicts in belief systems, social class tensions, and disparate responses to the unknown rather than from united agreement among the colonists.
- Daily life in Jamestown was impacted not only by social factors but also by environmental factors that further challenged and impacted the early settlers.

- Science contributes to and expands historical truth.
- Writers use clear reasons, relevant evidence, and credible sources to build arguments that support a claim.

Texts

CORE TEXTS

Historical Fiction Novel (Literary)

- *Blood on the River: James Town 1607*, Elisa Carbone

Scientific Account (Informational)

- *Written in Bone: Buried Lives of Jamestown and Colonial Maryland*, Sally Walker

SUPPLEMENTARY TEXTS

Paintings

- *Nighthawks*, Edward Hopper (<http://witeng.link/0244>)
- *The Lighthouse at Two Lights*, Edward Hopper (<http://witeng.link/0242>)
- *Lighthouse Hill*, Edward Hopper (<http://witeng.link/0243>)

Scientific Article

- “Rethinking Jamestown,” Jeffery Sheler

Speech

- “Address to Captain John Smith,” Chief Powhatan (<http://witeng.link/0215>)

Images

- Image of the Susan Constant, the Godspeed, and the Discovery (<http://witeng.link/0199>)
- Image of the interior of a Mayflower ship (<http://witeng.link/0200>)
- Map of the journey from England to Virginia (<http://witeng.link/0201>)

Video

- “Innovation in Plain Sight,” Amy Herman (<http://witeng.link/0241>)

Module Learning Goals

KNOWLEDGE GOALS

- Learn about the challenges that Jamestown settlers faced, and the solutions they used in response, as they created a colony in the New World.
- Develop an understanding of how science can help uncover new historical truths.
- Evaluate whether social or environmental factors had a stronger impact on Jamestown's development and decline.

READING GOALS

- Describe how a novel unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (RL.6.3).
- Explain how an author develops the point of view of the narrator or characters in a text and how word choice impacts tone (RL.6.4, RL.6.6).
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (RI.6.3).
- Summarize and compare/contrast different authors' presentations of the event and issues, and trace and evaluate the argument and specific claims in those multiple texts, distinguishing claims that are supported by reasons and evidence from claims that are not (RI.6.2, RI.6.8, RI.6.9).

WRITING GOALS

- Develop a claim and its supporting points with clear reasons and relevant, sufficient evidence and elaboration with task, purpose, and audience in mind and with guidance and support from peers and teacher (W.6.1.b, W.6.4, W.6.5).
- Strengthen argument writing by reviewing and revising for precise words and phrases that clarify relationships among claims and for reasons, clear reasons and relevant evidence that support claims, and for consistent formal style and appropriate development and organization based on guidance and support from peers and teacher (W.6.1.a, W.6.1.b, W.6.1.c, W.6.1.d, W.6.1.e, W.6.4, L.6.6).
- When presenting arguments in speaking and writing, introduce claim, use logical sequence of reasons and evidence, and conclude to accentuate main ideas as is appropriate to the task, purpose, and audience (W.6.1.a, W.6.1.e, W.6.4, SL.6.4, SL.6.6, L.6.6).

Speaking and Listening Goals

- Interpret information presented in diverse formats to expand understanding of a topic, text, or issue under study (SL.6.2).

Language Goals

- Vary sentence patterns to emphasize key points and enhance reader interest in an argumentative essay (L.6.3.a).
- Consistently use correct number, person, and case of pronouns to improve clarity in writing (L.6.1.a, L.6.1.c).
- Use reference materials to determine and verify the meaning of unknown or multiple-meaning words (L.6.4.c, L.6.4.d).
- Use the relationships between particular words in the text to better understand the words (L.6.5.b).

Module in Context

Knowledge: Students explore the story of the Jamestown settlement through multiple lenses. Through the compelling point of view of Elisa Carbone’s protagonist in *Blood on the River*, students learn about the power struggles within and outside the settlement as well as the ways in which the new environment challenged their survival. *Written in Bone* offers the story of Jamestown told through an archaeological lens, studying the artifacts and skeletons of the colony to reveal new ideas about who the colonists were and how they lived and died. Deepening their understanding of what archaeologists do to uncover the stories of the past, students learn about the importance and role of visual perception and careful observation skills. By studying the struggles of the Jamestown settlement through these various lenses, students learn about true leadership, the importance of collaboration, and nature’s capacity to undo all of man’s plans.

Reading: Building on their literary analysis work in previous models, students continue to examine character transformation, this time studying how Elisa Carbone in *Blood on the River* develops her protagonist’s point of view as he interacts with key characters—both influential settlers and Powhatans—who shape his identity. The informational text *Written in Bone* follows archaeological discoveries from the same time period, giving students the opportunity to contrast the two author’s portrayals of survival in the new colony. Through written texts, visual art, and video, students learn to identify how ideas are introduced and developed throughout a text while making connections between them. The focus on the factors that shaped Jamestown’s development and decline allows students a chance to gather ideas from multiple texts, synthesizing them into a larger understanding about survival and human nature.

Writing: Module 3 focuses on argumentative writing. Students' previous learning about the selection of relevant evidence serves as a springboard to evaluating which evidence best supports a claim. Students dive deeply into the development of claims and the organization of argumentative writing, focusing on the process by which an argument is drafted; they begin by considering evidence before crafting a claim, and then continue by selecting the best reasons and evidence that can be used as a defense. Like in past modules, they also focus on improving their writing's clarity and sustaining a formal style. Besides developing their argumentative writing skills, students again practice explanatory writing to complete textual analysis and to compare two authors' portrayal of the same Jamestown colonist. Taking all of the module's texts into account, students study the evidence they have accumulated before selecting a claim for the EOM Task, supporting their argument with ideas from both a literary and informational text.

Speaking and Listening: Students cultivate a stronger understanding of how to develop and support a claim while engaging in three Socratic Seminars. Students' speaking and listening goals for this module focus on listening to interpret and practicing the presentation of claims and evidence. Continuing to grow their public speaking skills, students give mini-research presentations to their peers, integrating visual displays to clarify their findings.

Standards

FOCUS STANDARDS

Reading Literary Text	
RL.6.3*	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4*	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Reading Informational Text	
RI.6.2*	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.8	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.

*This standard is only partially addressed in this module because it has received previous instruction and assessment in earlier Grade 6 module(s).

RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., memoir written by and a biography on the same person).
Writing	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Language	
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Speaking and Listening	
SL.6.2*	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.4*	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

*This standard is only partially addressed in this module because it has received previous instruction and assessment in earlier Grade 6 module(s).

CONTINUING STANDARDS

Reading Literary Text	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write two explanatory paragraphs. In the first paragraph, explain Samuel's point of view about one of the social or environmental factors threatening Jamestown. Then, in the second paragraph, explain how Carbone uses language and specific word choice to develop and illustrate his point of view about that factor.	<ul style="list-style-type: none"> ▪ Strengthen understanding of the factors influencing Jamestown's development and decline. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, RL.6.4, RL.6.6, W.6.2.b, W.6.2.c, W.6.2.d, W.6.2.e, W.6.4, W.6.9.a, L.6.1.c, L.6.3.a
2. Write a claim and two argumentative paragraphs in which you argue who had the greatest impact on Samuel's growth and change as he navigated the unknowns in his new world of Jamestown.	<ul style="list-style-type: none"> ▪ Evaluate evidence from the novel to develop a claim. ▪ Support claim with clear reasons and relevant evidence. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, RL.6.3, W.6.1, W.6.4, W.6.9.a, L.6.1.c, L.6.3.a, L.6.6
3. Write an essay in which you argue whether Chief Powhatan's perspective in this speech is justified or not, given your understanding of the relationship between the settlers and the Powhatans as depicted in Carbone's text.	<ul style="list-style-type: none"> ▪ Evaluate evidence from an informational text to develop a claim. ▪ Support claim with clear reasons and relevant evidence. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, RI.6.1, W.6.1, W.6.4, W.6.9, L.6.1.a, L.6.1.c, L.6.3.a

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
4. Write an explanatory essay in which you compare and contrast Carbone’s and Walker’s presentations of Richard Mutton. As part of your response, explain how each author introduces Richard and how each describes his character and his experiences in Jamestown.	<ul style="list-style-type: none"> ▪ Incorporate relevant evidence from a literary and informational text to support analysis. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, RI.6.1, RI.6.3, RI.6.9, W.6.2, W.6.4, W.6.9, L.6.1.a, L.6.1.c, L.6.3.a
5. Conduct informal research about a question or topic of your choice about Jamestown. Create a poster and elevator speech to share your new learning, and ask questions of your peers as they present during our research poster session.	<ul style="list-style-type: none"> ▪ Strengthen understanding of the factors influencing Jamestown’s development and decline. ▪ Present claims and develop ideas with relevant evidence. 	RI.6.1, RI.6.2, W.6.4, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.2, SL.6.4, SL.6.5, SL.6.6, L.6.4.c, L.6.4.d, L.6.5.b

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read “Author’s Note” from <i>Blood on the River</i> by Elisa Carbone, and respond to multiple-choice questions and write a paragraph summarizing the content of the excerpt.	<ul style="list-style-type: none"> ▪ Produce clear and coherent writing appropriate for the task and audience. 	RI.6.1, RI.6.2, RI.6.6, W.6.2.a, W.6.2.b, W.6.2.c, W.6.2.e, W.6.9.b, L.6.5.b, L.6.5.c
2. Read chapter 3 of <i>Written in Bone</i> by Sally Walker, and respond to multiple-choice questions, summarize the chapter, and write one paragraph to explain how Walker constructs her argument about Richard in chapter 3.	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness of evidence. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, W.6.2.b, W.6.2.c, W.6.2.d, W.6.2.e, W.6.9.b, L.6.4.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Discuss whether the social factors or environmental factors were more to blame for the problems besieging Jamestown.	<ul style="list-style-type: none"> ▪ Strengthen understanding of the factors influencing Jamestown’s development and decline. ▪ Evaluate the effectiveness of evidence. 	RL.6.1, RL.6.2, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6
2. Discuss whether words or weapons were more powerful for the settlers to use to secure their survival.	<ul style="list-style-type: none"> ▪ Strengthen understanding of the factors influencing Jamestown’s development and decline. ▪ Evaluate the effectiveness of evidence. ▪ State a claim and findings, sequencing ideas and including details for support. 	RL.6.2, SL.6.1, SL.6.2, SL.6.4, SL.6.6, W.6.10
3. Discuss whether the Jamestown Settlement was a failure.	<ul style="list-style-type: none"> ▪ Strengthen understanding of the factors influencing Jamestown’s development and decline. ▪ Evaluate the effectiveness of evidence. 	RL.6.1, RI.6.1, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6

EOM Task	Elements That Support Success on the EOM Task	Standards
Write an essay in which you argue whether it was the social or the environmental factors faced by Jamestown's early settlers that were most significant to the settlement's struggle to thrive.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the factors that threatened the survival of the Jamestown colony. ▪ Develop an argument essay that supports a claim with clear reasons and relevant evidence. ▪ Organize an essay that includes an introduction, two body paragraphs, and a conclusion. 	RL.6.1, RI.6.1, W.6.1, W.6.4, W.6.5, L.6.1.a, L.6.1.c, L.6.3.a, L.6.6

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.6.4.b L.6.6

Module Map

Focusing Question 1: How do the settlers respond to the challenges of their journey to the unknown?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	<i>Blood on the River</i> , chapter 1	Wonder What do I notice and wonder about <i>Blood on the River</i> ?		<ul style="list-style-type: none"> ▪ Make inferences and formulate questions about the text's details (RL.6.1, W.6.10). ▪ Use context to deepen understanding of <i>prophecy</i> and why it is important in <i>Blood on the River</i> (L.6.4.a, W.6.10).
2	<i>Blood on the River</i> , chapters 1–3	Organize What's happening in chapters 1–3 of <i>Blood on the River</i> ?		<ul style="list-style-type: none"> ▪ Observe details and infer how they help develop characters, setting, and plot (RL.6.1, W.6.10). ▪ Use understanding of the Latin root <i>nat</i> to determine and verify the meaning of <i>native</i> in the text (L.6.4.b, L.6.4.d).

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Focusing Question 1: How do the settlers respond to the challenges of their journey to the unknown?				
3	<i>Blood on the River</i> , chapters 4–6	Organize What's happening in chapters 4–6 of <i>Blood on the River</i> ?		<ul style="list-style-type: none"> Examine how a main event in a chapter advances the plot and develops the characters (RL.6.3, W.6.10). Use context to better understand the meanings of the words <i>ignorant</i>, <i>gullible</i>, <i>fuming</i>, and <i>savages</i> (L.6.4.a).
4	<i>Blood on the River</i> , chapters 7–8	Reveal What does a deeper exploration of characterization reveal in <i>Blood on the River</i> ?	<p>Examine Why is listening to interpret important?</p> <p>Examine Why is correct pronoun number important?</p>	<ul style="list-style-type: none"> Analyze how figurative expressions apply to character actions, speech, thoughts, and interactions (W.6.10, L.6.5.a). Identify inappropriate shifts in pronoun number (L.6.1.c, W.6.10).
5	<i>Blood on the River</i> , chapters 9–10	Distill What are the emerging big ideas in chapters 9–10 of <i>Blood on the River</i> ?	<p>Experiment How does listening to interpret work?</p> <p>Experiment How does pronoun number work?</p>	<ul style="list-style-type: none"> Analyze how James's death highlights social factors threatening Jamestown and helps advance emerging big ideas in <i>Blood on the River</i> (RL.6.2, W.6.10). Create appropriate shifts in pronoun number (L.6.1.c).

Focusing Question 1: How do the settlers respond to the challenges of their journey to the unknown?				
6	<i>Blood on the River</i> , chapters 11–13	Reveal What does a deeper exploration of social and environmental factors reveal in <i>Blood on the River</i> ?	Examine Why is the collection of evidence prior to formulating a claim important in argument writing?	<ul style="list-style-type: none"> ▪ Analyze how Smith and Hunt’s influence on Samuel results in Samuel protecting Jamestown and its settlers (RL.6.3). ▪ Explain what and how textual evidence supports a claim (RL.6.1, W.6.1.a, W.6.1.b). ▪ Integrate context and knowledge of the affix <i>inter-</i> to develop understanding about <i>interaction</i>, <i>interpreter</i>, and <i>intercede</i> (L.6.4.a, L.6.4.b, W.6.10).
7	<i>Blood on the River</i> , chapters 14–16	Reveal What does a deeper exploration of conflict reveal in <i>Blood on the River</i> ?	Experiment How does collection of evidence and formulation of a claim work in argument writing?	<ul style="list-style-type: none"> ▪ Analyze how characters’ actions and decisions impact the conflict among the settlers (RL.6.1, RL.6.3). ▪ Formulate a claim about a possible president for Jamestown after examining all of the evidence (RL.6.1, W.6.1.a). ▪ Evaluate Carbone’s use of the word <i>clamoring</i> to describe the commoners’ behavior (L.6.4.c, W.6.10).
8 ✓FQT	<i>Blood on the River</i> , chapters 1–16	Reveal What does a deeper exploration of word choice reveal about Samuel in <i>Blood on the River</i> ?	Excel How do I improve pronoun number in my writing?	<ul style="list-style-type: none"> ▪ Write two explanatory paragraphs that analyze how word choice conveys Samuel’s perspective about a factor threatening Jamestown (RL.6.1, RL.6.4, RL.6.6, W.6.2.b, W.6.2.c, W.6.2.d, W.6.2.e, W.6.4, W.6.9.a, L.6.1.c, L.6.3.a). ▪ Recognize and correct inappropriate shifts in pronoun number (L.6.1.c, W.6.10).

Focusing Question 2: Who has the greatest impact on Samuel's development during his time in Jamestown?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
9 ✓SS	<i>Blood on the River</i> , chapters 1–16	Distill What are the big ideas of <i>Blood on the River</i> ?	Execute How do I listen to interpret in an academic discussion? Examine Why is pronoun person important?	<ul style="list-style-type: none"> Analyze how the social and environmental factors threatening Jamestown help highlight the novel's big ideas (RL.6.1, RL.6.2, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6). Identify inappropriate shifts in pronoun person (L.6.1.c, W.6.10).
10	<i>Blood on the River</i> , chapters 17–18	Reveal What does a deeper exploration of perspectives reveal in <i>Blood on the River</i> ?	Experiment How do correct pronoun person and number work?	<ul style="list-style-type: none"> Analyze how characters' perspectives about the New World and its people impact the decline and development of Jamestown (RL.6.1, RL.6.3, RL.6.6). Incorporate appropriate shifts in pronoun person and number to clarify meaning (L.6.1.c).
11	<i>Blood on the River</i> , chapters 19–20	Reveal What does a deeper exploration of details reveal in <i>Blood on the River</i> ?	Examine Why are reasons, evidence, and elaboration important in argument writing?	<ul style="list-style-type: none"> Analyze how details purposefully develop characters and illuminate factors that impact Jamestown's development (RL.6.6, W.6.10). Examine the root <i>vert</i> to better understand <i>convert</i> in <i>Blood on the River</i> (L.6.4.b, W.6.10).

Focusing Question 2: Who has the greatest impact on Samuel's development during his time in Jamestown?				
12	<i>Blood on the River</i> , chapters 21–22	Reveal What does a deeper exploration of Reverend Hunt's impact on Samuel reveal in <i>Blood on the River</i> ?		<ul style="list-style-type: none"> ▪ Analyze how Reverend Hunt influences Samuel and helps develop his self-confidence and relationship with the American Indians (RL.6.3). ▪ Evaluate the effectiveness of the word <i>wielding</i> to describe Chief Powhatan's actions (L.6.4.c, W.6.10).
13	<i>Blood on the River</i> , chapters 23–25	Reveal What does a deeper exploration of Captain Smith's character reveal in <i>Blood on the River</i> ?	Experiment How do reasons, evidence, and elaboration work?	<ul style="list-style-type: none"> ▪ Analyze how Captain Smith positively impacts Samuel and influences his perspective, beliefs, and values (RL.6.3). ▪ Select effective evidence and use it to craft and support a reason and defend a larger claim (W.6.1.a, W.6.1.b). ▪ Use context and reference materials to understand the meaning of the word <i>naïve</i> and the role it plays in Samuel's decision to steal Ann's baby (L.6.4.a, L.6.4.c, L.6.4.d, W.6.10).
14	<i>Blood on the River</i> , chapters 26–27	Reveal What does a deeper exploration of plot reveal in <i>Blood on the River</i> ?		<ul style="list-style-type: none"> ▪ Examine how the novel's climax cements Samuel's growth and the resolution reveals Samuel's transformation since leaving England (RL.6.1, RL.6.3, W.6.9.a). ▪ Use the relationship between <i>flogging</i>, <i>lured</i>, <i>ambush</i>, and <i>retract</i> to better understand each word's meaning (L.6.5.b, W.6.10).

Focusing Question 2: Who has the greatest impact on Samuel's development during his time in Jamestown?				
15 ✓FQT	<i>Blood on the River</i>	Reveal What does a deeper exploration of Samuel's character reveal in <i>Blood on the River</i> ?	Excel How do I improve pronoun person and number in my writing?	<ul style="list-style-type: none"> Write two argumentative paragraphs that defend a claim about who impacts Samuel's growth the most as he confronts the unknowns of the New World (RL.6.1, RL.6.3, W.6.1, W.6.4, W.6.9.a, L.6.1.c, L.6.3.a, L.6.6). Recognize and correct inappropriate shifts in pronoun person or number (L.6.1.c, W.6.10).

Focusing Question 3: How do the settlers' and the Powhatans' responses to the challenges of Jamestown impact its development and decline?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
16 ✓NR	<i>Blood on the River</i> , Afterword and Author's Note	Reveal What does a deeper exploration of the Afterword and Author's Note reveal in <i>Blood on the River</i> ?		<ul style="list-style-type: none"> Apply an understanding of language and content to a new text through independent reading and analysis, and explain what challenges Carbone encountered and what solutions she used while writing her historical fiction novel (RI.6.1, RI.6.2, RI.6.6, W.6.2.a, W.6.2.b, W.6.2.c, W.6.2.e, W.6.9.b, L.6.5.b, L.6.5.c). Determine the meanings of <i>expedition</i> and <i>excavated</i> to better understand how Carbone created the historical setting for <i>Blood on the River</i> (L.6.4.a, L.6.4.b, L.6.4.d, W.6.10).

Focusing Question 3: How do the settlers' and the Powhatans' responses to the challenges of Jamestown impact its development and decline?				
17	<p>“Address to Captain John Smith”</p> <p>“Chief Powhatan Address to Captain John Smith”</p> <p><i>Blood on the River</i></p>	<p>Know</p> <p>How do the epigraphs build my knowledge of Jamestown's development and decline?</p>	<p>Examine</p> <p>Why are the sequence of ideas and the inclusion of details important when orally presenting an argument?</p> <p>Examine</p> <p>Why is using questions important?</p>	<ul style="list-style-type: none"> ▪ Examine how Chief Powhatan's speech sequences its ideas and includes powerful details to produce a clear argument (RI.6.2, SL.6.2). ▪ Analyze how an epigraph connects to a chapter's content and captures a social factor that impacts Jamestown's decline or development (RI.6.1, RI.6.2, RL.6.1, RL.6.5). ▪ Analyze how the incorporation of questions enhances writing (L.6.3.a, W.6.10).
18 ✓SS	<p><i>Blood on the River</i></p>	<p>Distill</p> <p>What are the themes of <i>Blood on the River</i>?</p>	<p>Experiment</p> <p>How do the sequencing of ideas and the inclusion of details work in supporting a speaker's argument?</p> <p>Experiment</p> <p>How does using questions to enhance reader interest work?</p>	<ul style="list-style-type: none"> ▪ Debate whether words or weapons have been more instrumental in the settlers' survival, and explain how this idea connects to a theme of the novel (RL.6.2, SL.6.1, SL.6.2, SL.6.4, SL.6.6, W.6.10). ▪ Develop questions to vary sentence patterns, engaging reader interest (L.6.3.a).
19 ✓FQT	<p>“Address to Captain John Smith”</p> <p><i>Blood on the River</i></p>	<p>Know</p> <p>How does Chief Powhatan's speech build my knowledge of Jamestown's development and decline?</p>	<p>Examine and Experiment</p> <p>How do introductions and conclusions work in argumentative writing?</p> <p>Excel</p> <p>How do I improve the use of questions to enhance reader interest?</p>	<ul style="list-style-type: none"> ▪ Write an essay that argues how Chief Powhatan's perspective of the settlers and American Indians in his speech is fair or unfair based on textual evidence from the novel (RL.6.1, RI.6.1, W.6.1, W.6.4, W.6.9, L.6.1.a, L.6.1.c, L.6.3.a). ▪ Incorporate questions into writing, varying sentence patterns to engage reader interest (L.6.3.a, W.6.10).

Focusing Question 3: How do the settlers' and the Powhatans' responses to the challenges of Jamestown impact its development and decline?				
20	<i>Blood on the River</i>	Wonder What do I wonder about Jamestown's development and decline?	Examine and Experiment How does establishing reliability and credibility of sources work?	<ul style="list-style-type: none"> Evaluate and select credible and reliable sources that support successful research about a historical subject or topic (RI.6.1, W.6.7, W.6.8).

Focusing Question 4: How does the art and science of observation contribute to a more complete narrative of Jamestown's development and decline?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
21	"Rethinking Jamestown"	Organize What's happening in Sheler's article?		<ul style="list-style-type: none"> Summarize each paragraph of the article (RI.6.2, W.6.10). Use the relationship between <i>aggravated</i>, <i>relations</i>, and <i>dwindling</i> to better understand a challenge faced by Jamestown colonists (L.6.5.b, W.6.10).
22	"Rethinking Jamestown"	Reveal What does a deeper exploration of Sheler's argument reveal about Jamestown's history?		<ul style="list-style-type: none"> Evaluate the development and effectiveness of Sheler's argument (RI.6.1, RI.6.2, RI.6.8, W.6.10). Analyze how the words <i>incompetent</i> and <i>sacrificed</i> support Sheler's argument (L.6.4.a, L.6.4.d, L.6.5.b).
23	"Innovation in Plain Sight" <i>The Lighthouse at Two Lights</i> <i>Lighthouse Hill</i>	Organize What is happening in Amy Herman's "Innovation in Plain Sight"?	Excel How do I listen to interpret?	<ul style="list-style-type: none"> Compose an objective written summary of the video segment (RI.6.1, RI.6.2, SL.6.2, W.6.10).

Focusing Question 4: How does the art and science of observation contribute to a more complete narrative of Jamestown's development and decline?				
24	<i>Nighthawks</i> "Innovation in Plain Sight"	Know How does studying <i>Nighthawks</i> build my knowledge?	Excel How do I use proper pronoun case?	<ul style="list-style-type: none"> ▪ Compose an objective written summary of the video segment (RI.6.1, RI.6.2, SL.6.2, W.6.10). ▪ Analyze <i>Nighthawks</i> to deepen understanding of Herman's ideas (RL.6.1, W.6.10, SL.6.2). ▪ Use pronouns in the proper case (subjective, objective, possessive) (L.6.1.a).
25	<i>Written in Bone</i> , chapter 1	Organize What's happening in chapter 1 of <i>Written in Bone</i> ?		<ul style="list-style-type: none"> ▪ Compose an objective written summary of one chapter of <i>Written in Bone</i> after organizing its main ideas and supporting details (RI.6.1, RI.6.2, W.6.10). ▪ Explain how Herman's ideas about observation are evident in the science of <i>Written in Bone</i> (W.6.10). ▪ Analyze the context of <i>meticulous</i> and <i>procedure</i> to deepen understanding of each word and of the excavation process (L.6.4.a, W.6.10).
26	<i>Written in Bone</i> , chapter 2	Organize What's happening in chapter 2 of <i>Written in Bone</i> ?		<ul style="list-style-type: none"> ▪ Compose an objective written summary of one chapter of <i>Written in Bone</i> after organizing its main ideas and supporting details (RI.6.1, RI.6.2, W.6.10). ▪ Use the relationships between <i>ancestry</i>, <i>adapt</i>, and <i>trait</i> to better understand each word and its significance to forensic anthropology (L.6.5.b, W.6.10).

Focusing Question 4: How does the art and science of observation contribute to a more complete narrative of Jamestown's development and decline?				
27	<i>Written in Bone</i> , chapters 1–2 <i>Blood on the River</i> “Rethinking Jamestown”	Reveal What does a deeper exploration of photographs in <i>Written in Bone</i> reveal?	Examine Why is sentence variety important?	<ul style="list-style-type: none"> Explain how photographs in <i>Written in Bone</i> deepen understanding of the text's central ideas (RI.6.2, RI.6.7, W.6.10, SL.6.4). Analyze how the use of varied sentence patterns engages reader interest (L.6.3.a, W.6.10).
28 ✓NR	<i>Written in Bone</i> , chapter 3	Reveal What does a deeper exploration of Walker's argument reveal in <i>Written in Bone</i> ?	Experiment How does sentence variety work?	<ul style="list-style-type: none"> Compose an objective written summary, and evaluate how Walker constructs her argument in chapter 3 of <i>Written in Bone</i> (RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, W.6.2.b, W.6.2.c, W.6.2.d, W.6.2.e, W.6.9.b, L.6.4.a). Revise sentence variety to enhance reader interest (L.6.3.a).
29	<i>Written in Bone</i> , chapter 4	Organize What is happening in chapter 4 of <i>Written in Bone</i> ?		<ul style="list-style-type: none"> Compose an objective written summary of one chapter of <i>Written in Bone</i> after organizing its main ideas and supporting details (RI.6.1, RI.6.2, W.6.10). Use word knowledge to determine the meaning of <i>preserve</i> and deepen understanding of the significance of <i>preservation</i> to those excavating the Jamestown site (L.6.4.b, W.6.10).

Focusing Question 4: How does the art and science of observation contribute to a more complete narrative of Jamestown's development and decline?				
30	<p><i>Written in Bone</i></p> <p><i>Blood on the River</i></p> <p>“Rethinking Jamestown”</p> <p>“Address to Captain John Smith”</p> <p>“Innovation in Plain Sight”</p>	<p>Know</p> <p>How does careful observation of the module texts build my knowledge?</p>		<ul style="list-style-type: none"> ▪ Compare and contrast two authors' presentations of events (RI.6.6, RI.6.9). ▪ Explain how Herman's ideas about observation expand understanding of the module texts and ideas (RI.6.1, W.6.10).
31 ✓FQT	<p><i>Written in Bone</i></p> <p><i>Blood on the River</i></p>	<p>Know</p> <p>How do the module texts build my knowledge of Jamestown?</p>	<p>Excel</p> <p>How do I improve varied sentence patterns in my writing?</p>	<ul style="list-style-type: none"> ▪ Compare and contrast how Carbone (<i>Blood on the River</i>) and Walker (<i>Written in Bone</i>) introduce and present information about Richard Mutton (RL.6.1, RI.6.1, RI.6.3, RI.6.9, W.6.2, W.6.4, W.6.9, L.6.1.a, L.6.1.c, L.6.3.a). ▪ Revise writing to include varied sentence patterns (L.6.3.a).
32 ✓SS ✓VOC	<p><i>Blood on the River</i></p> <p>“Address to Captain John Smith”</p> <p>“Rethinking Jamestown”</p> <p><i>Written in Bone</i></p> <p>“Innovation in Plain Sight”</p>	<p>Know</p> <p>How do the module texts build my knowledge?</p>	<p>Excel</p> <p>How do I improve my presentation of claims and reasons and my ability to listen to interpret in a Socratic Seminar?</p>	<ul style="list-style-type: none"> ▪ Develop a claim with reasons and evidence about whether the Jamestown settlement failed (RL.6.1, RI.6.1, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6). ▪ Apply knowledge of contextual and morphemic clues to correctly define words in context (L.6.4.b, L.6.6).

Focusing Question 5: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
33 ✓FQT ✓VOC		Know How does research build my knowledge of Jamestown?	Excel How do I improve my ability to listen to interpret and my presentation of claims and reasons?	<ul style="list-style-type: none"> ▪ Present results of research on self-generated questions about Jamestown's development or decline (RI.6.1, RI.6.2, W.6.4, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.2, SL.6.4, SL.6.5, SL.6.6, L.6.4.c, L.6.4.d, L.6.5.b). ▪ Listen to interpret ideas conveyed verbally and visually during the presentations (SL.6.2, W.6.10). ▪ Apply knowledge of contextual and morphemic clues to correctly define words in context (L.6.4.b, L.6.6).
34 ✓EOM	<i>Blood on the River</i> "Address to Captain John Smith" "Rethinking Jamestown" <i>Written in Bone</i>	Know How do the module texts build my knowledge of Jamestown's development and decline?	Examine How do claims, reasons, and evidence work to respond to the EOM Task?	<ul style="list-style-type: none"> ▪ Deconstruct and evaluate exemplar argument essay (RI.6.1, W.6.10).
35	<i>Blood on the River</i> "Address to Captain John Smith" "Rethinking Jamestown" <i>Written in Bone</i>	Know How do the module texts and research build my knowledge of Jamestown's development and decline?	Excel How do I improve pronoun case, number, and person in my writing?	<ul style="list-style-type: none"> ▪ Evaluate evidence to determine a claim and supporting reasons for an argument essay (RL.6.1, RI.6.1, W.6.1.a, W.6.1.b, W.6.5). ▪ Recognize and revise pronouns in the improper case and inappropriate shifts in pronoun number or person (L.6.1.a, L.6.1.c, W.6.10).

Focusing Question 5: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?				
36	<p><i>Blood on the River</i></p> <p>“Address to Captain John Smith”</p> <p>“Rethinking Jamestown”</p> <p><i>Written in Bone</i></p>	<p>Know</p> <p>How do the module texts and research build my knowledge of Jamestown’s development and decline?</p>	<p>Excel</p> <p>How do I improve sentence variety in my writing?</p>	<ul style="list-style-type: none"> ▪ Draft an argument essay by applying knowledge of claims and supporting reasoning with evidence (RL.6.1, RI.6.1, W.6.1, W.6.4, W.6.5, L.6.1.a, L.6.1.c, L.6.3.a, L.6.6). ▪ Recognize and revise writing to include a variety of sentence patterns to engage reader interest (L.6.3.a, W.6.10).
37	<p><i>Blood on the River</i></p> <p>“Address to Captain John Smith”</p> <p>“Rethinking Jamestown”</p> <p><i>Written in Bone</i></p>	<p>Know</p> <p>How do the module texts and research build my knowledge of Jamestown’s development and decline?</p>	<p>Excel</p> <p>How do I improve my argument writing in the EOM Task?</p> <p>Excel</p> <p>How do I improve pronoun use and varied sentence patterns in my writing?</p>	<ul style="list-style-type: none"> ▪ Evaluate and revise argumentative essay by examining its content, structure, development, style, and conventions (RL.6.1, RI.6.1, W.6.1, W.6.4, W.6.5, L.6.1.a, L.6.1.c, L.6.3.a, L.6.6). ▪ Evaluate and revise argument essay to reflect correct pronoun use and sentence variety (W.6.5, L.6.1.a, L.6.1.c, L.6.2.b, L.6.3.a).
38	<p><i>Blood on the River</i></p> <p>“Address to Captain John Smith”</p> <p>“Rethinking Jamestown”</p> <p><i>Written in Bone</i></p>	<p>Know</p> <p>How do the module texts and research build my knowledge of Jamestown’s development and decline?</p>	<p>Excel</p> <p>How do I improve my argument writing in the EOM Task?</p>	<ul style="list-style-type: none"> ▪ Evaluate and revise argument essay by examining its content, structure, development, style, and conventions (RL.6.1, RI.6.1, W.6.1, W.6.4, W.6.5, L.6.1.a, L.6.1.c, L.6.3.a, L.6.6).