### Literature – Scarlet Pimpernel Unit Organizer

**6th Grade Core Knowledge - Huey/ Duroux/ Jurgens**

**Summary**

In this domain, students will read Baroness Orczy’s much loved adventure-romance, *The Scarlet Pimpernel.* Having just completed a unit on the French Revolution, students will be very familiar with the historical context of the book. Students will explore enduring themes through lecture and class discussion. Students will use the text to support their analyses for discussion questions, both written and in class. Finally, students will demonstrate their knowledge by completing the unit assessment.

**The Big Idea**

*The Scarlet Pimpernel* is a challenging but favorite book for sixth graders. Students are easily caught up in the exciting tale which opens the door for character discussions on appearances, loyalty, love, and bravery. The engrossing plot is used to teach point-of-view, theme, and symbolism.

**Colorado State and Common Core Standards**

RWC.1.1: Successful group discussions require planning and participation by all

1. 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. (CCSS: SL.6.4)
2. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)
3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)

g. Use evidence to develop credibility (such as citing textual evidence to support opinions)

RWC.2.1: Understanding the meaning within different types of literature depends on properly analyzing literary components

a. Use Key Ideas and Details to:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
2. Determine a theme or 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. (CCSS: RL.6.2)
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. (CCSS: RL.6.3)

RWC.2.3: Word meanings are determined by how they are designed and how they are used in context

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)
3. 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. (CCSS: L.6.6)

**Core Knowledge Unit**

* N/A: This unit is not part of the CK Sequence.

**Core Knowledge Language Arts**

* Participate civilly and productively in group discussions.

**Previous Unit:**

*The Prince and the Pauper* (Mark Twain)

**Prior Knowledge:**

**Grade 4: Fiction**

Literary Terms

novel

plot

setting

**Grade 5: Fiction and Drama**

In fifth grade, students should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Students should read outside of school at least 25 minutes daily.

**Next Unit:**

Poetry:

All the world’s a stage [from As You Like It] (William Shakespeare)

Apostrophe to the Ocean [from Childe Harold’s Pilgrimage, Canto 4,

Nos. 178-184] (George Gordon Byron)

I Wandered Lonely as a Cloud (William Wordsworth)

If (Rudyard Kipling)

Mother to Son (Langston Hughes)

Lift Ev’ry Voice and Sing (James Weldon Johnson)

A narrow fellow in the grass (Emily Dickinson)

A Psalm of Life (Henry Wadsworth Longfellow)

The Raven (Edgar Allan Poe)

A Song of Greatness (a Chippewa song, trans. Mary Austin)

Stopping by Woods on a Snowy Evening (Robert Frost)

Sympathy (Paul Laurence Dunbar)

There is no frigate like a book (Emily Dickinson)

The Walloping Window-blind (Charles E. Carryl)

Woman Work (Maya Angelou)

Terms

meter

iamb

couplet

rhyme scheme

free verse

**What Students Will Learn in Future Grades:**

**Grade 7**

**Elements of Fiction**

* Review aspects of plot and setting
* Theme
* Point of view in narration omniscient narrator unreliable narrator third person limited first person
* Conflict: external and internal
* Suspense and climax

**Cross Curricular Links**

**History: French Revolution**

• The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France

• The American Revolution: the French alliance and its effect on both sides

• The Old Regime in France (L’Ancien Régime)

The social classes: the three Estates

Louis XIV, the “Sun King”: Versailles

Louis XV:

“Après moi, le déluge”

Louis XVI: the end of the Old Regime

Marie Antoinette: the famous legend of “Let them eat cake”

• 1789: from the Three Estates to the National Assembly

July 14, Bastille Day

Declaration of the Rights of Man

October 5, Women’s March on Versailles

“Liberty, Equality, Fraternity”

• Louis XVI and Marie Antoinette to the guillotine

• Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”

• Revolutionary arts and the new classicism

• Napoleon Bonaparte and the First French Empire

Napoleon as military genius

Crowned Emperor Napoleon I: reinventing the Roman Empire

The invasion of Russia

Exile to Elba

Wellington and Waterloo

**Art: Neoclassical and Romantic Periods**

**Additional Resources:**

None