

# Unit 3: The Power of Paper

## 6<sup>th</sup> Grade Social Studies

16 Class Meetings

*Revised June 2021*

### Essential Questions

- How do my purchasing decisions impact people and the environment?
- How can getting involved locally create change globally?

### Enduring Understandings with Unit Goals

- EU 1:** All of our purchasing decisions impact the global environment positively or negatively.
- Describe how economic decisions influence environments and the daily lives of people.
  - Explain the benefits and the costs of trade policies to individuals, businesses, and society.
  - Debate the environmental effects deforestation has on the global society.
- EU 2:** Becoming an educated and informed citizen locally can create change globally.
- Gather relevant information from credible economic and political sources.
  - Educate local, state, and/or national communities on a public platform.
  - Prepare solutions-based action steps to include in writing a professionally modeled Op-Ed.

### Standards

#### CT Social Studies Frameworks Standards:

- **GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.8** Evaluate the influence of long-term, human-induced environmental change on conflict and cooperation.
- **ECO 6-7.7** Explain the benefits and the costs of trade policies to individuals, businesses, and society.
- **INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

#### Common Core State Standards:

- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** 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, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

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### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

#### 1. History of Paper Consumption and Economy

- Describe how economic decisions in the paper industry influenced environments and the daily lives of people throughout modern history.
- Explain the benefits and the costs of paper trade policies to individuals, businesses, and society throughout South America.
- Critique individual environmental footprints by tracking national paper consumption.

**Vocabulary and Key Terms:** *Economics, influence, cause and effect, policies, critique*

#### 2. Amazonian Deforestation: Local and Global Impacts

- Gather relevant information from credible economic and political sources to debate the positives and negatives of deforestation in the Amazon from different points of view.
- Support or refute specific environmental effects deforestation has on the global society in a team policy debate.
- Synthesize how deforestation might impact climate change.

**Vocabulary and Key Terms:** *Relevance, intended purpose, environmental effects, debate, credible*

#### 3. Being a Conscientious Consumer and Educator

- Educate local, state, and/or national communities about the impact that paper consumption has on a public platform.
- Prepare solutions-based action steps that spell out ways to reduce paper consumption in a professionally formatted, publishable Op-Ed article.

**Vocabulary and Key Terms:** *impact, action, solutions-based, growth mindset, reduction, consumption, Op-Ed, high-quality*

#### Interdisciplinary Connection:

- Language Arts – reading informational texts and expository writing

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#### Daily Learning Objectives

##### Students will be able to...

- Examine the effects deforestation has on the people and environment of the Amazon Rainforest.
- Categorize economic decisions in the paper industry that have influenced environments and the daily lives of people throughout modern history.
- Distinguish between benefits and costs of trade policies to individuals, businesses, and society in the South American paper industry.
- Critique the environmental footprints of different nations caused by paper consumption.
- Choose relevant information from credible economic and political sources to analyze the positives and negatives of deforestation in the Amazon from different points of view.\*\*
- Assess key roles and responsibilities of individuals in a team policy debate.
- Distinguish between actual environmental effects deforestation has on the global society and economic interests in a team policy debate.
- Support or refute the impact of global paper consumption in an evidence based personal statement.
- Examine aspects and purpose of a high quality op-ed piece of writing.
- Prepare solutions-based action steps to reduce paper consumption in a professionally formatted, publishable Op-Ed article.\*\*
- Use evidence-based peer feedback to craft multiple drafts of the Op-Ed article.\*\*
- Assess my knowledge of the unit's enduring understandings.
- IAB #2: Research

#### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Academic Discourse
- Paragraph frames and sentence starters
- Student-led instruction
- Workshop Classroom Model
- Teacher modeling
- Tiered Reading
- Student Teacher Critiques
- Think-pair-share and small-group discussions
- Graphic organizers
- Homework
- Anchor charts
- Small group instruction
- Text and video “catch and release” with guiding questions
- Close reading with text-dependent questions

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### EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TIPS (Think, ink, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Do Nows
- Exit Tickets
- Vocabulary Quizzes
- Causes and Effects Note catcher
- Document Based Question Responses
- Debate Roles and Responsibilities Data Collector
- Paper Consumption Policy Debate Research and Resource Discovery
- Op-Ed Preparation Guide and Rough Drafts
- Student Revision Forms and Feedback

#### **SUMMATIVE ASSESSMENTS:**

- Paper Consumption Causes and Effects: Team Policy Debate (EU 1)
- Unit Task - “Educate Locally, Create Change Globally” Op-Ed Article (EU2)

### Unit Task

**Unit Task Name:** “How can getting involved locally create change globally?” Op-Ed

**Description:** In this task, students will create a professionally formatted op-ed article expressing the benefits and challenges of globalization through the lens of the paper industry. Students will reflect on the different causes of paper consumption and the effect it has on the Amazonian environment (EU 1). Students will educate our local community about how our paper consumption impacts our own region and suggest ways they can help minimize deforestation (EU 2). A committee composed of students will select exemplary op-eds to send to local, state, and national news sources for publication consideration.

**Evaluation:** Summative Assessment and Future Rubric in 2021-2022 school year

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#### Unit Resources

- A-Z Group Activator Activity: Discovering our Topic
- Color Coding Op Ed Pieces / Jigsaw
- Independent Exploration: Identifying High quality Op Ed through 5 aspects of high quality Op Ed.
- Education Week Op-Ed Article
- Education Week Op-Ed Guidelines
- High Quality Writing Rubric
- Education Week: Op-Ed Rubric and Requirements
- Newsela Deforestation Articles
- Team Policy Debate Video, You Tube
- BBK Paper Suppliers and Companies Reading
- Peer Critique and Revision Protocol (Kind, Specific, Helpful)
- Varied reading levels:
- <https://newsela.com/articles/malaria-forests/id/13822/>
- <https://newsela.com/articles/monarch-crisis/id/3430/>
- <https://newsela.com/articles/amazonbasin-conservation/id/13874/>
- [http://wwf.panda.org/about\\_our\\_earth/deforestation/](http://wwf.panda.org/about_our_earth/deforestation/)
- <http://eschooltoday.com/forests/what-is-deforestation.html>
- [http://kids.mongabay.com/lesson\\_plans/lisa\\_algee/deforestation.html](http://kids.mongabay.com/lesson_plans/lisa_algee/deforestation.html)
- <http://www.theworldcounts.com/stories/Deforestation-Facts-for-Kids>
- <https://www.nytimes.com/2015/10/11/opinion/sunday/deforestation-and-drought.html>