



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 1: Lesson 8

Mid-Unit Assessment: Research



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
I can determine the main idea of an informational text based on details in the text. (RI.6.2)
I can summarize an informational text using only information from the text. (RI.6.2)
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)
I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)
I can conduct short research projects to answer a question. (W.6.7)
I can use several sources in my research. (W.6.7)
I can refocus or refine my question when appropriate. (W.6.7)

Supporting Learning Targets

- I can determine the meaning of words and phrases in an excerpt of text.
- I can explain how a section of text contributes to the meaning of the whole text.
- I can identify details in texts that answer my research question.
- I can identify the main idea of a text and summarize the relevant details for my research.

Ongoing Assessment

- Mid-Unit 1 Assessment: Research



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment: Research (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (3 minutes)4. Homework<ol style="list-style-type: none">A. None.	<ul style="list-style-type: none">• The Mid-Unit 1 Assessment has two parts. In Part 1, students read an excerpt of text to answer questions about word and phrase meaning and to summarize the text. In the second part of the assessment, students research to answer a focus question: “What adversity did people face as a result of the Black Death?”• Students should already be familiar with the research texts, as they will have read them for homework.• Assess student responses on the mid-unit assessment using the Mid-Unit 1 Assessment: Research Part 1 (answers, for teacher reference) and the Grade 6 Two-Point Rubric—Short Response.• Some of the assessment research texts have been selected because they are age-appropriate, compelling and accessible and won’t require students to have much additional reading support to complete their research, rather than because they come from credible sources.• In advance: Review Fist to Five and Checking for Understanding techniques (see Appendix).• Post: Learning targets.

Lesson Vocabulary	Materials
None, as this is an assessment lesson	<ul style="list-style-type: none">• Mid-Unit 1 Assessment research texts 1, 2 and 3 (from Lesson 7)• Mid-Unit 1 Assessment: Research (one per student)• Mid-Unit 1 Assessment: Research (answers, for teacher reference)• Grade 6 Two-Point Rubric—Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud as students follow along silently:<ul style="list-style-type: none">* “I can determine the meaning of words and phrases in an excerpt of text.”* “I can explain how a section of text contributes to the meaning of the whole text.”* “I can identify details in texts that answer my research question.”* “I can identify the main idea of a text and summarize the relevant details for my research.”• Remind students that they have seen all of these learning targets in lessons in the first half of this unit. Tell them that in this lesson, they will complete a mid-unit assessment, which will involve further research of the Middle Ages, specifically the Black Death. Do not provide them with any details, as this could reveal some of the answers on the mid-unit assessment.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Research (40 minutes)</p> <ul style="list-style-type: none">Remind them that they read the assessment research texts for homework. Ask them to get all three texts out:<ul style="list-style-type: none">Mid-Unit 1 Assessment Text 1: “Dark Death”Mid-Unit 1 Assessment Text 2: “Disasters and Disease”Mid-Unit 1 Assessment Text 3: “Bubonic Plague”Distribute Mid-Unit 1 Assessment: Research.Invite students to read silently in their heads as you read the directions and questions aloud on each part of the assessment.Invite students to ask questions about the process and what is expected of them, but take care to avoid revealing any of the answers on the assessment.Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand to speak with a teacher.Circulate and support students as they work. During an assessment, your prompting should be minimal.	<ul style="list-style-type: none">For some students, this assessment may require more than the 40 minutes allotted. Consider providing time over multiple days if necessary.If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none">Review the Fist to Five checking for understanding technique as needed.Invite students to show a fist to five for each of the learning targets to indicate how well they think they have achieved them in this part of the mid-unit assessment.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None.	



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Grade 6: Module 2B: Unit 1: Lesson 8

Supporting Materials



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Mid-Unit 1 Assessment:
Research, Part 1

Name: _____

Date: _____

Long-Term Learning Targets Assessed:

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the 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.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Directions:

Read this excerpt of text about the late Middle Ages and answer the questions below:

The Late Middle Ages

The years between 1300 and 1500 brought many changes to Europe. France and England fought the costly Hundred Years' War (1337–1453). This was really a series of wars, in which English rulers tried to win back lands they had once held in France.

From about 1347 to 1350, a terrible plague called the Black Death killed as many as one-third of Europe's total population. Farmland stood idle, with few laborers to work it. Discontented peasants rebelled, and many serfs were able to gain their freedom. At the same time, the church's power began to decline. But in the cities, the influence of the middle class increased, and there was a growing spirit of freedom. This change came first in the cities of Italy, in the 1300s. Historians consider this to be the beginning of a new age called the Renaissance, meaning "rebirth."

Cooper, Kenneth S. "Middle Ages." The New Book of Knowledge. Grolier Online, 2013. Web. 20 Aug. 2013.



Mid-Unit 1 Assessment:
Research, Part 1

1. From the context, what do you think the word *plague* means (RI.6.4)?
medicine
disease
insect
group of people
2. What does “farmland stood idle” mean (RI.6.4)?
The produce from farmland was abundant—there were lots of crops.
The farmland was healthier and more fertile than ever.
The people who worked on the farmland stood on the land each day without doing anything because they were lazy.
The farmland wasn’t used.
3. What does “the church’s power began to decline” mean (RI.6.4)?
Churches stopped using so much electricity.
People started going to church more.
The church gave less money to the serfs.
The amount of control the church had begun to decrease.
4. Why were there few laborers (RI.6.1)? Infer this from the text and use evidence from the text to support your answer.



Mid-Unit 1 Assessment:
Research, Part 1

5. Why were peasants discontented (RI.6.1)? Infer this from the text and use evidence from the text to support your answer.

6. “From about 1347 to 1350, a terrible plague called the Black Death killed as many as one-third of Europe’s total population.” How does this sentence set up the information that follows in the rest of the paragraph (RI.6.5)?



Mid-Unit 1 Assessment:
Research, Part 1

7. What is a main idea of this excerpt of text?

8. Summarize the excerpt of text in no more than two sentences.



Mid-Unit 1 Assessment:
Research, Part 2

.....
Name:
.....

.....
Date:
.....

Long-Term Learning Targets Assessed:

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Directions:

Use the three Mid-Unit 1 Assessment Texts to answer the question: What adversity did people face as a result of the Black Death?

Begin by refining the research question so that the information you gather will be relevant to the specific group of people you have been researching in the first half of this unit.

This side will provide specific directions as well as a place to collect your source information.	This side is where you will gather relevant information and summarize your texts.
I. Research question: What adversity did people face as a result of the Black Death?	My refined research question: _____ _____



Mid-Unit 1 Assessment:
Research, Part 2

II. Research notes

Text 1

Text Title: _____

Author: _____

Source: _____

Did reading this text make you want to revise or
refine your research question?

_____ Yes _____ No

If yes, how?

Relevant information from this text (bullet points). Remember to copy quotes you
might want to use word for word in quotation marks:

Summary of the relevant information from the text:



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Mid-Unit 1 Assessment:
Research, Part 1
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the 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.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

1. From the context, what do you think the word *plague* means (RI.6.4)?
medicine
disease
insect
group of people
2. What does “farmland stood idle” mean (RI.6.4)?
The produce from farmland was abundant—there were lots of crops.
The farmland was healthier and more fertile than ever.
The people who worked on the farmland stood on the land each day without doing anything because they were lazy.
The farmland wasn’t used.
3. What does “the church’s power began to decline” mean (RI.6.4)?
Churches stopped using so much electricity.
People started going to church more.
The church gave less money to the serfs.
The amount of control the church had begun to decrease.
4. Why were there few laborers (RI.6.1)? Infer this from the text and use evidence from the text to support your answer.

There were few laborers because they had been killed by the Black Death.

Mid-Unit 1 Assessment:
Research, Part 1
(Answers, for Teacher Reference)

5. Why were peasants discontented (RI.6.1)? Infer this from the text and use evidence from the text to support your answer.

They were discontented because there weren't enough people to work on the land because so many had been killed by the Black Death.

6. "From about 1347 to 1350, a terrible plague called the Black Death killed as many as one-third of Europe's total population." How does this sentence set up the information that follows in the rest of the paragraph (RI.6.5)?

Suggested response: **It provides a reason for everything else that follows: The Black Death killed a lot of people, which resulted in not enough people to work on the farmland, which resulted in discontented peasants and serfs being granted freedom.**

7. What is a main idea of this excerpt of text?

Suggested response: **There were significant changes in Europe between 1300 and 1500.**

8. Summarize the excerpt of text in no more than two sentences.

Suggested response: **There were big changes in Europe between 1300 and 1500 because of the Hundred Years' War and the Black Death. The Black Death killed approximately one-third of the population of Europe, which resulted in peasants revolting and serfs being granted freedom.**



Mid-Unit 1 Assessment:
Research, Part 2
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Directions:

Use the three Mid-Unit 1 Assessment Texts to answer the question: What adversity did people face as a result of the Black Death?

Begin by refining the research question so that the information you gather will be relevant to the specific group of people you have been researching in the first half of this unit.

This side will provide specific directions as well as a place to collect your source information.	This side is where you will gather relevant information and summarize your texts.
I. Research question: What adversity did people face as a result of the Black Death?	My refined research question: What adversity did serfs and peasants/lords and ladies face as a result of the Black Death?



Mid-Unit 1 Assessment:
Research, Part 2
(Answers, for Teacher Reference)

<p>II. Research notes</p> <p>Text 1</p> <p>Text Title: <u>Dark Death</u></p> <p>Author: <u>Suzanne McCabe</u></p> <p>Source: <u>Junior Scholastic</u></p> <p>Did reading this text make you want to revise or refine your research question?</p> <p>_____ Yes _____ No</p> <p>If yes, how?</p> <p>This will be determined by the student.</p>	<p>Relevant information from this text (bullet points). Remember to copy quotes you might want to use word for word in quotation marks:</p> <ul style="list-style-type: none"> • Fever, chills, nausea and pain. • Red bumps the size of eggs appeared in the skin in the armpits and groin. • Sick people locked in airless buildings and left to suffocate. • Families were torn apart. <p>Summary of the relevant information from the text:</p> <p>People who caught the plague suffered from fever, chills, nausea, pain and red bumps the size of eggs on the skin. People who were sick were locked in airless buildings and left to suffocate and families were torn apart.</p>
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Mid-Unit 1 Assessment:
Research, Part 2
(Answers, for Teacher Reference)

<p>Text 2</p> <p>Text Title: “Disasters and Disease”</p> <p>Author: Kathryn Hinds</p> <p>Source: Growing Up in a Medieval City</p> <p>Did reading this text make you want to revise or refine your research question?</p> <p>_____ Yes _____ No</p> <p>If yes, how?</p> <p>This will be determined by the student.</p>	<p>Relevant information from this text (bullet points). Remember to copy quotes you might want to use word for word in quotation marks:</p> <ul style="list-style-type: none">• Whole families were wiped out• There was no way to escape <p>Summary of the relevant information from the text:</p> <p>The plague wiped out whole families because there was no way to escape.</p>
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Mid-Unit 1 Assessment:
Research, Part 2
(Answers, for Teacher Reference)

<p>Text 3</p> <p>Text Title: Bubonic Plague</p> <hr/> <p>Author: Deborah Deliyannis</p> <hr/> <p>Source: World Book Online Info Finder. World Book, 2013</p> <hr/> <p>Did reading this text make you want to revise or refine your research question?</p> <p>_____ Yes _____ No</p> <p>If yes, how?</p> <p>This will be determined by the student.</p>	<p>Relevant information from this text (bullet points). Remember to copy quotes you might want to use word for word in quotation marks:</p> <ul style="list-style-type: none"> • It killed lots of people • After the plague, Lords had to put strict laws and peasants to keep them on their land. • Peasants had to pay higher rent <p>Summary of the relevant information from the text:</p> <p>Lots of people died and as a result the Lords had to put strict laws on peasants to keep them on their land, and they made peasants pay higher rent.</p>
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Grade 6 2-Point Short Response Rubric

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.