



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Overview



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Unit 1: Building Background Knowledge: Learning about Culture through Literary and Informational Texts

In this unit, students read both informational texts and a *Magic Tree House* book as they learn about the concept of culture generally, and the culture of ancient and modern Japan specifically. They will read *Magic Tree House: Dragon of the Red Dawn*, collecting textual evidence as they begin to explore the question “What is culture?” They explore the concept of culture as the story of a group of people constructed through the generations, which can be evidenced through ancient and modern-day customs and traditions (see “Content Connections,” below). For the mid-unit assessment, students will cite evidence from the text as well as answer

text-dependent questions and define vocabulary words from *Dragon of the Red Dawn*. Students then will collect textual evidence from the accompanying informational text *Exploring Countries: Japan*. They will begin to learn how evidence in literary texts correlates with evidence in informational texts. They will write about ancient and modern Japan in an on-demand informational paragraph. This whole class study of Japan, in Unit 1, prepares students to do similar work in small groups in Unit 2 about other countries’ ancient and modern-day customs and traditions.

Guiding Questions And Big Ideas

- **What defines culture?**
- **How do authors learn and share their knowledge on a topic?**
- *Culture is the way of life that has been passed from one generation to the next.*
- *Authors review, examine, and discuss multiple sources to gather information and build knowledge on a topic.*
- *Authors share knowledge on a topic through literary or informational texts.*



Mid-Unit 1 Assessment	<p>Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1 and RL.3.4. Before this assessment, students will have practiced identifying key details while reading each chapter of <i>Magic Tree House: Dragon of the Red Dawn</i>. Students will apply these skills to Chapter 6: “The Banana Tree” from <i>Dragon of the Red Dawn</i> to complete a chart and answer several text-dependent questions, including those that require them to determine the meaning of words and phrases using context clues. Because this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.</p>
End of Unit 1 Assessment	<p>On-Demand Writing of a Research-Based Informational Paragraph</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f. Students reread pages 36–40 of <i>Dragon of the Red Dawn</i> to identify some customs or traditions of ancient Japan. Students then locate additional information about two of these customs and traditions in the nonfiction text <i>Exploring Countries: Japan</i>. They synthesize this information by writing a short paragraph about two customs and traditions from <i>Dragon of the Red Dawn</i> that have remained important in modern-day Japan.</p>



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the cultures of various countries. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 7–8)

- Theme 2: Development, Movement, and Interaction of Cultures: Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art.

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades K–4

- Descriptor 1: Form questions about the world in which we live (page 16).

Key Ideas and Conceptual Understandings, Grade 3, Communities around the World—Learning about People and Places

- Development, Movement, and Interaction of Cultures: 3.1b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

Texts

1. Mary Pope Osborne, *Magic Tree House #37: Dragon of the Red Dawn* (New York, NY: Random House, 2007), ISBN: 978-0-375-83727-2.
2. Colleen Sexton, *Exploring Countries: Japan* (Minneapolis, MN: Bellwether Media, 2012), ISBN: 978-1-60014-674-9.
3. “Discovering Culture,” written by Expeditionary Learning for instructional purposes.



This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Observing, Reading, and Talking with Peers: A Carousel of Photos and Texts about Culture	<ul style="list-style-type: none"> I can ask and answer questions to deepen my understanding of a literary text. (RL.3.1) I can ask and answer questions to deepen my understanding of informational text. (RI.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can talk with my partner or group to reflect and record what I notice and wonder about pictures and text. I can follow our class norms when I participate in a conversation. 	<ul style="list-style-type: none"> Students' contributions to conversation norms Observations of discussions Mystery Pictures and Excerpts: Personal Reflection recording form 	<ul style="list-style-type: none"> Class Norms for Discussion anchor chart Guiding Questions anchor chart Carousel Brainstorm protocol Think-Pair-Share protocol
Lesson 2	Reading Closely to Build Understanding: "Discovering Culture" Part 1	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from the words and illustrations (Photographs, captions) to understand informational texts. (RI.3.7) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of the article "Discovering Culture" by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the words and illustrations help me understand the concept of culture. I can discuss how the main ideas in this article are conveyed through key details. 	<ul style="list-style-type: none"> Observation of partner discussions Close Reading as Researchers (Main Ideas and Details) recording form 	<ul style="list-style-type: none"> Things Close Readers Do anchor chart Close reading as Researchers: Main Idea and Details anchor chart Think-Pair-Share protocol Carousel Brainstorm protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Reading Closely to Build Understanding: “Discovering Culture” Part 2	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can determine the meaning of unknown words in informational text. (RI.3.4) I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d) 	<ul style="list-style-type: none"> I can answer questions using specific details from “Discovering Culture.” I can choose specific details to answer questions about the text. I can define the social studies concept of culture. I can determine the meaning of key words related to culture using a glossary or dictionary. 	<ul style="list-style-type: none"> Questions from the Text: “Discovering Culture” Word Tracker recording form 	<ul style="list-style-type: none"> Word Tracker anchor chart Things Close readers Do anchor chart Close Readers as Researchers: Main Idea and Details anchor chart Think-Pair-Share protocol
Lesson 4	Reading to Capture the Key Details of a Chapter: <i>Dragon of the Red Dawn</i> Chapters 1 and 2	<ul style="list-style-type: none"> I can answer questions using specific details from literary text. (RL.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of Chapters 1 and 2 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in Chapter 2 that connect with evidence of ancient Japan’s culture. 	<ul style="list-style-type: none"> Capturing Key Details recording form: <i>Dragon of the Red Dawn</i> –Chapter 2 	<ul style="list-style-type: none"> Structural Features of a Chapter Book anchor chart Structural Features of Informational Text anchor chart Where/Who/What anchor chart Capturing Key Details anchor chart Think-Pair-Share protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Reading to Capture the Key Details of a Chapter: <i>Dragon Of the Red Dawn</i> Chapter 3	<ul style="list-style-type: none"> I can retell a chapter in a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of Chapter 3 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in Chapter 3 that connect with the culture of ancient Japan. I can use context clues to determine the meaning of words in Chapter 3 of <i>Dragon of the Red Dawn</i>. 	<ul style="list-style-type: none"> Capturing Key Details recording form: Chapter 3 Working with Context Clues recording form: Chapter 3 Exit Ticket: Working with Context Clues 	<ul style="list-style-type: none"> Things Readers Do When Reading Chapter Books anchor chart Capturing Key Details anchor chart Think-Pair-Share protocol
Lesson 6	Capturing the Key Details of a Chapter and Launching the Performance Task: <i>Dragon of the Red Dawn</i> Chapter 5	<ul style="list-style-type: none"> I can retell a chapter in a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can answer questions using specific details from literary text. (RL.3.1) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of Chapter 5 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in Chapter 5 that connect with the culture of ancient Japan. I can use context clues to determine the meaning of words in Chapter 5 of <i>Dragon of the Red Dawn</i>. I can answer questions about Chapter 5 of <i>Dragon of the Red Dawn</i> using details from the text. 	<ul style="list-style-type: none"> Capturing Key Details recording form (For Chapter 4 from homework) Working with Context Clues recording form: <i>Dragon of the Red Dawn</i> Chapter 5 Questions from the text: <i>Dragon of the Red Dawn</i> Chapter 5 	<ul style="list-style-type: none"> Guiding Questions anchor chart Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Mid-Unit Assessment: Reading to Capture Key Details: <i>Dragon of the Red Dawn</i> (pages 55-61)	<ul style="list-style-type: none"> I can answer questions using specific details from literary text. (RL.3.1) I can retell a chapter in a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can determine the key details of pages 55-61 by identifying the important parts of the chapter (who/where/what). I can identify and record key details in pages 55-61 that connect with the culture of ancient Japan. I can use context clues to determine the meaning of words in pages 55-61 of <i>Dragon of the Red Dawn</i>. I can answer questions about pages 55-61 of <i>Dragon of the Red Dawn</i> using details from the text. 	<ul style="list-style-type: none"> Context Clues: <i>Dragon of the Red Dawn</i> Chapter 5, Part 2 (from homework) Questions from the text: <i>Dragon of the Red Dawn</i> Chapter 5 (from homework) Mid-Unit 1 Assessment Tracking My Progress: Mid-Unit 1 recording form 	<ul style="list-style-type: none"> How Do Authors of Literary Text Reveal Information about a Topic? Anchor chart Capturing Key Details anchor chart Guiding Questions anchor chart How Mary Pope Osborne Teaches Us about Culture anchor chart
Lesson 8	Close Reading Guide: Using Informational Text Features and Learning about Japan's Culture	<ul style="list-style-type: none"> I can use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) I can use information from the words to understand informational text. (RI.3.7) I can use information from the illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes (W.3.8) 	<ul style="list-style-type: none"> I can use text features to efficiently find information in the text <i>Exploring Counties. Japan</i>. I can use text features to learn new information about Japan. I can accurately record information I find about Japan. 	<ul style="list-style-type: none"> Text Features Scavenger Hunt recording form Word Tracker recording form 	<ul style="list-style-type: none"> Structural Features of Chapter Books (Magic Tree House) anchor chart Structural Features of Informational Text anchor chart Text Feature Scavenger Hunt anchor chart Concentric Circles protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Close Reading as a Researcher: Reading with a Question in Mind	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1) • I can determine the meaning of unknown words in informational text. (RI.3.4) • I can prepare myself to participate in discussions. (SL.3.1) 	<ul style="list-style-type: none"> • I can ask and answer questions about Japan and its culture using the information text <i>Exploring Countries: Japan</i>. • I can answer text-dependent questions using specific details from <i>Exploring Countries: Japan</i>. • I can use the glossary to help me understand important words about culture. • I can talk effectively with my partner about what important culture words mean. 	<ul style="list-style-type: none"> • Independent Reading recording form: Chapter 7 (from homework) • Explore Culture recording form • Reading with a Question in Mind recording form • Word Tracker recording form 	<ul style="list-style-type: none"> • Reading with a Question in Mind anchor chart • Word Tracker anchor chart • Guiding Questions anchor chart • Mystery Letter anchor chart
Lesson 10	Using Informational Text: Learning about Japan's Customs	<ul style="list-style-type: none"> • I can ask and answer questions about informational texts. (RI.3.1) • I can use information from the words and illustrations to understand informational texts. (RI.3.7) • I can use a variety of strategies to determine meaning of words and phrases. (RL.3.4) • I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> • I can read with a question in mind to find information about the culture of Japan. • I can record my thinking about Japan's customs in the Exploring Culture recording form. • I can use text features efficiently to help find information about Japan's customs. • I can answer text-dependent questions about the customs of Japan using evidence from the text. • I can use context clues to determine the meaning of words in <i>Exploring Countries: Japan</i>. 	<ul style="list-style-type: none"> • Independent Reading recording form: Chapter 8 (from homework) • Exploring Culture recording form • Working with Context Clues recording form • Japan's Culture anchor chart 	<ul style="list-style-type: none"> • Japan's Culture anchor chart • Mystery Letter anchor chart • Ink-Pair-Share protocol • Think-Pair-Share protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Using Informational Text: Learning More about Japan's Culture	<ul style="list-style-type: none"> I can ask and answer questions about informational texts. (RI.3.1) I can use information from the words and illustrations to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) 	<ul style="list-style-type: none"> I can read with a question in mind to find information about the culture of Japan. I can record my thinking about Japan's customs in the Exploring Culture recording form. I can answer text-dependent questions about the customs of Japan using evidence from the text. 	<ul style="list-style-type: none"> Independent Reading recording form: Chapter 9 (from homework) Exploring Culture recording form Japan's Culture anchor chart 	<ul style="list-style-type: none"> Japan's Culture anchor chart Mystery Letter anchor chart Reading with a Question in Mind anchor chart Mix and Mingle protocol Think-Pair-Share protocol
Lesson 12	Discussion Skills: Chalk talk about the Culture of Japan	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can effectively participate in a Chalk Talk about Japan's culture. I can follow our class norms when I participate in a conversation. I can prepare for the conversation by using evidence from informational text. I can seek patterns about the topic being discussed. 	<ul style="list-style-type: none"> Independent Reading recording form: Chapter 10 (from homework) Observations of students actions and writing during the Chalk Talk 	<ul style="list-style-type: none"> How to Hold a Chalk Talk anchor chart Mystery Letter anchor chart Japan's Culture anchor chart Chalk Talk protocol
Lesson 13	Writing a Research-Based Informational Paragraph: The Culture of Japan	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.4) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into established categories. (W.3.8) 	<ul style="list-style-type: none"> I can record details about Japan's customs and traditions on the Culture Research matrix. I can identify criteria for a strong research-based informational paragraph. 	<ul style="list-style-type: none"> Culture Research matrix 	<ul style="list-style-type: none"> Criteria for a Research-Based Informational Paragraph anchor chart Culture Research Matric anchor chart Exploring Culture anchor chart Give One, Get One, Move On ("GoGoMo") protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Writing a Research-Based Informational Paragraph: The Culture of Japan, Continued	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.4) I can express ideas using carefully chosen words. (L.3.3a). 	<ul style="list-style-type: none"> I can assist in creating a plan for a research-based informational paragraph about a custom or tradition of Japan using a Paragraph Writing Accordion graphic organizer. I can identify criteria for a strong research-based informational paragraph. I can write sentences that are both accurate and interesting. 	<ul style="list-style-type: none"> Culture Research matrix Paragraph Writing Accordion graphic organizer. 	<ul style="list-style-type: none"> Criteria for a Research-Based Informational Paragraph anchor chart Culture research Matrix anchor chart
Lesson 15	On-Demand Assessment: Informational Paragraph on Japan's Culture	<ul style="list-style-type: none"> I can write an informative text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions and details. (W.3.2) I can construct a closing statement on the topic of an informative text. (W.3.2) I can use spelling patterns to spell words correctly. (L.3.2f) I can express ideas using carefully chosen words. (L.3.3) I can use text features to location information efficiently. (RI.3.5) I can answer questions using specific details from literary text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) 	<ul style="list-style-type: none"> I can write an informative paragraph about customs and traditions in Japan. I can find specific information about ancient Japanese culture in a literary text. I can use text features to locate information about modern day Japan efficiently. I can write an opening sentence that identifies my topic. I can support my topic with accurate details from text. I can write a sentence to conclude my paragraph. I can use working and terms to help the reader learn about a custom or tradition of Japan. 	<ul style="list-style-type: none"> End of Unit 1 Assessment 	



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a guest speaker who has either lived in or spent significant time in Japan.
- Invite an anthropologist who studies ancient and modern cultures to speak with the class.
- Watch short video clips about the culture of Japan.

Fieldwork:

- A local museum that has exhibits on Japanese culture could offer expanded opportunities for learning about Japan's culture.
- If there is a local Japanese cultural center, plan a visit to immerse students in the culture of Japan.

Service:

- Many organizations support recovery efforts from the 2011 Japanese earthquake and tsunami. Research organizations that may be appropriate for your students to learn about.

Optional: Extensions

- With a librarian or media specialist: Study of Japan through storybooks, poems, and other literature.
- With a technology/media specialist: Explore Japan's culture through searches on the computer (e.g., Web sites, online videos, maps, etc.).
- Geography: Research the unique physical features of Japan. Research the different natural forces that affect Japan (e.g., volcanoes, earthquakes, typhoons, tsunamis, etc.).



The calendar below shows reading that is due daily for *Dragon of the Red Dawn*.

Teachers can modify this document to include dates instead of lessons.

Students are responsible for reading chapters in class and at home.

Students will share what they have done in class through various protocols and recording forms.

Due at Lesson #	Chapters read or reviewed in class	Chapters read and recording form completed for homework
4	Prologue, 1–2	Prologue, 1–2
5	3	4 and Capturing Key Details recording form
6	5	5 and Questions from Text recording form
7	6	6
8	Independent Reading recording form introduced	7 and Independent Reading recording form
9	7 (reviewed in class)	8 and Independent Reading recording form
10	8 (reviewed in class)	9 and Independent Reading recording form
11	9 (reviewed in class)	10 and Independent Reading recording form
12	10 (reviewed in class)	