



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Overview



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In this module, students are involved in a study of how an author develops point of view and how an author’s perspective, based on his or her culture, is evident in his or her writing. Students will read Lawrence Yep’s *Dragonwings* (870L), a high-interest novel about an eight-year-old boy from China who joins his father in San Francisco in the early 1900s. As they read the novel, students also will read excerpts of Lawrence Yep’s biography *The Lost Garden* in order to determine how his culture and his experiences shaped his perspective and how his perspective is evident in his novel *Dragonwings*. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of Unit 1, having read half of the novel, students will write a short, on-demand response explaining how being brought up in a Chinese family in San Francisco affected Lawrence Yep’s perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his perspective. In

Unit 2, students analyze how point of view and perspective is conveyed in excerpts of “Comprehending the Calamity,” a primary source account written by Emma Burke about her experiences of the 1906 San Francisco earthquake and fires. In a literary analysis at the end of Unit 2, students compare the point of view of Emma Burke of the immediate aftermath of the earthquake to the point of view of Moon Shadow in *Dragonwings*. Students finish the module by researching to gather factual information and eyewitness accounts about the 1906 San Francisco earthquake and fire in order to write their own newspaper articles containing multiple perspectives about how the earthquake and fires affected the people of San Francisco. **This task addresses NJSLs RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3a.**

Guiding Questions and Big Ideas

- **How does an author develop the narrator’s point of view and perspective?**
- **How does an author’s culture affect his perspective, and how is that perspective communicated through his writing?**
- **How does an author’s purpose affect the narrator’s point of view?**
- **What is the purpose of a newspaper article?**
- *Understanding diverse points of view helps us to live in an increasingly diverse society.*
- *Newspaper articles contain multiple perspectives of the same event in order to give the reader a sense of what an event was like for a lot of different people.*
- *An author’s culture, background, and purpose can affect the narrator’s point of view.*

Performance Task

In this performance task, students have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W’s and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. **This task addresses NJSLs RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.**



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about San Francisco in the early 1900s. 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 Common Core K–8 Social Studies Framework:

Unifying Themes (pages 6–7)

- Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 2: Development, Movement, and Interaction of Cultures: Role of diversity within and among cultures. Aspects of culture such as belief systems, religious faith, or political ideas as influences on other parts of a culture such as its institutions or literature, music, and art.
- Theme 10: Global Connections and Exchange: Past, current, and likely future global interactions and connections. Cultural diffusion, the spread of ideas, beliefs, technology, and goods. Role of technology. Benefits/consequences of global interdependence (social, political, economic). Causes and patterns of migration of people. Tension between national interests and global priorities.

Social Studies Practices: Gathering, Using, and Interpreting Evidence, Grades 5–8:

- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Descriptor 3: Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.



NJSLs: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. • I can analyze how an author’s word choice affects tone and meaning in a literary text.
<ul style="list-style-type: none"> • RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
<ul style="list-style-type: none"> • RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. <ul style="list-style-type: none"> a. Explain how an author’s geographic location or culture affects his or her perspective. 	<ul style="list-style-type: none"> • I can analyze how an author develops a narrator or speaker’s point of view. <ul style="list-style-type: none"> a. I can explain how an author’s geographic location or culture affects his or her perspective.
<ul style="list-style-type: none"> • RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <ul style="list-style-type: none"> a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. 	<ul style="list-style-type: none"> • I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. <ul style="list-style-type: none"> a. I can self-select text to develop personal preferences. b. I can establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.



NJSLs: Reading—Informational Texts	Long-Term Learning Targets
<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• I can analyze how key individuals, events, or ideas are developed throughout a text.
<ul style="list-style-type: none">• RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none">• I can use a variety of strategies to determine word meaning in informational texts.
<ul style="list-style-type: none">• RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none">• I can determine an author’s point of view or purpose in an informational text.• I can explain how an author’s point of view is conveyed in an informational text.
<ul style="list-style-type: none">• RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none">• I can use a variety of media to develop and deepen my understanding of a topic or idea.



NJSLs: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal/academic style, approach, and form. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <ul style="list-style-type: none"> a. I can introduce the topic of my text. <ul style="list-style-type: none"> a. I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). a. I can include headings, graphics, and multimedia to help readers understand my ideas. b. I can develop the topic with relevant facts, definitions, concrete details, and quotations. c. I can use transitions to clarify relationships among my ideas. d. I can use contextually specific language/vocabulary to inform or explain about a topic. e. I can establish and maintain a formal style in my writing. f. I can construct a concluding statement or section of an informative/explanatory text.
<ul style="list-style-type: none"> • W.6.4a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. 	<ul style="list-style-type: none"> • I can produce text (print or nonprint) that explores a variety of cultures and perspectives.
<ul style="list-style-type: none"> • W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. • I can use several sources in my research. • I can refocus or refine my question when appropriate.



NJSLs: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”). 	<ul style="list-style-type: none"> • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> • W.6.11. Create and present a text or art work in response to a literary work. <ul style="list-style-type: none"> a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. 	<ul style="list-style-type: none"> • I can create and present a text or art work in response to a literary work. • a. I can develop a perspective or theme supported by relevant details. • b. I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
NJSLs: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can interpret information presented in different media and formats. • I can explain how new information connects to a topic, text, or issue I am studying.



NJSLs: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. 	<ul style="list-style-type: none"> • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. • a. I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • b. I can spell correctly.
<ul style="list-style-type: none"> • L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. b. Maintain consistency in style and tone. 	<ul style="list-style-type: none"> • I can use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. I can use a variety of sentence structures to make my writing and speaking more interesting. b. I can maintain consistency in style and tone when writing and speaking.
<ul style="list-style-type: none"> • L.6.4a. 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. 	<ul style="list-style-type: none"> • I can use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of a word or phrase.

Central Texts
1. Laurence Yep, <i>Dragonwings</i> (New York: HarperCollins Publishers Inc., 1975), ISBN: 978-0-064-40085.
2. Laurence Yep, <i>The Lost Garden</i> (New York: Young Readers Simon and Schuster Children’s Publishing Division, 1991), ISBN: 978-0-688-13701-4.
3. “Comprehending the Calamity,” in <i>Overlook Magazine</i> , June 1906 (excerpts).
4. Additional research texts: see Unit 3 overview.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Narrator’s Point of View and Evidence of Author’s Perspective in <i>Dragonwings</i>			
Weeks 1–3	<ul style="list-style-type: none"> • Begin <i>Dragonwings</i>. • Analyze <i>Dragonwings</i> for point of view, figurative language, tone, and meaning 	<ul style="list-style-type: none"> • I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4) • I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4) • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) • I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6) • I can use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of a word or phrase. (L.6.4a) • I can create and present a text or art work in response to a literary work. (W.6.11) • I can develop a perspective or theme supported by relevant details. (W.6.11a) • I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, W.6.11c)
	<ul style="list-style-type: none"> • Analyze excerpts of Lawrence Yep’s autobiography <i>The Lost Garden</i> for how his culture affected his perspective • Analyze excerpts of <i>Dragonwings</i> for evidence of Lawrence Yep’s perspective and connotative language 	<ul style="list-style-type: none"> • I can explain how an author’s geographic location or culture affects his or her perspective. (RL.6.6a) 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Evidence of Author’s Perspective in <i>Dragonwings</i> (RL.6.4, RL.6.6a)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Comparing Varying Points of View of the Same Topic or Event			
Weeks 3–5	<ul style="list-style-type: none"> Closely read excerpts of Emma Burke’s eyewitness account of the 1906 San Francisco earthquake and fires to identify her point of view and determine how she conveys it. Analyze Emma Burke’s eyewitness account to identify how she introduces, illustrates, and elaborates on the earthquake, the immediate aftermath, and the relief camps. 	<ul style="list-style-type: none"> I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) I can determine an author’s point of view or purpose in an informational text. (RI.6.6) I can explain how an author’s point of view is conveyed in an informational text. (RI.6.6) I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) I can self-select text to develop personal preferences. (RL.6.11a) I can establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.6.11b) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps (RI.6.3, RI.6.6, RI.6.4, RL.6.11, RL.6.11a, RL.6.11b)
	<ul style="list-style-type: none"> Compare Emma Burke’s point of view of the immediate aftermath of the earthquake with the point of view of Moon Shadow from <i>Dragonwings</i>. Analyze a model literary analysis essay in order to write a literary analysis comparing the points of view of Moon Shadow in <i>Dragonwings</i> and Emma Burke—in order to explain how author’s purpose affects narrator’s point of view. 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) <ul style="list-style-type: none"> I can introduce the topic of my text. (W.6.2a) I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). (W.6.2a) 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Literary Analysis: How does Author’s Purpose Affect Point of View (W.6.2a, b, c, d, e, f, g, h, W.6.9, W.6.9a, L.6.2, L.6.2a, L.6.2b)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 3-5, continued</p>		<ul style="list-style-type: none"> – I can include headings, graphics, and multimedia to help readers understand my ideas. (W.6.2a) – I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2b) – I can use transitions to clarify relationships among my ideas. (W.6.2c) – I can use contextually specific language/vocabulary to inform or explain about a topic. (W.6.2d) – I can establish and maintain a formal style in my writing. (W.6.2e) – I can construct a concluding statement or section of an informative/explanatory text. (W6.2f) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) <ul style="list-style-type: none"> – I can apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (W.6.9a) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2) <ul style="list-style-type: none"> – I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2a) • I can spell correctly. (L.6.2b) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Writing a Newspaper Article about the 1906 San Francisco Earthquake and Fires			
Weeks 6–8	<ul style="list-style-type: none"> • Research factual information and eyewitness sources about how the earthquake and fires affected the people of San Francisco. • Make connections between different kinds of literary text—including poems, plays, and short stories—about the earthquake and fires. 	<ul style="list-style-type: none"> • I can use a variety of media to develop and deepen my understanding of a topic or idea. (RI.6.7) • 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) • I can interpret information presented in different media and formats. (SL.6.2) • I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2) • I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Researching and Interpreting Information (W.6.7, SL.6.2, RL.11)
	<ul style="list-style-type: none"> • Analyze newspaper articles and craft in order to generate criteria for an effective newspaper article. • Use criteria to write a newspaper article about how the 1906 San Francisco earthquake and fires affected the people of San Francisco, featuring all of the criteria of an effective newspaper article. 	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can introduce the topic of my text. (W.6.2a) • I can organize my information using various strategies (e.g. definition/classification, comparison/contrast, cause/effect). (W.6.2a) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Writing a Newspaper Article (RI.6.7, W.6.2a, W.6.4a, W.6.9, L.6.3a, L.6.3b) • Final Performance Task: Newspaper Article (RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 6-8, continued</p>		<ul style="list-style-type: none"> • I can include headings, graphics, and multimedia to help readers understand my ideas. (W.6.2a) • I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2b) • I can use transitions to clarify relationships among my ideas. (W.6.2c) • I can use contextually specific language/vocabulary to inform or explain about a topic. (W.6.2d) • I can establish and maintain a formal style in my writing. (W.6.2e) • I can construct a concluding statement or section of an informative/explanatory text. (W6.2f) • I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.6.4a) • 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) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) • I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a) • I can maintain consistency in style and tone when writing and speaking. (L.6.3b) 	



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Final Performance Task	Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco In this performance task, students have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W's and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. This task addresses NJSLs RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.
Mid-Unit 1 Assessment	Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> This assessment centers on NJSLs RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c. For this assessment, students read a new excerpt of <i>Dragonwings</i> and use a graphic organizer to analyze how the author develops the narrator's point of view. They also answer selected-response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt. In Part 2 of the assessment, students create and annotate a scene from <i>Dragonwings</i> showing the theme "It's hard to fit in when you move to live in another culture."
End of Unit 1 Assessment	Evidence of Author's Perspective in <i>Dragonwings</i> This assessment centers on NJSLs RL.6.4 and RL.6.6a. Students read a passage from Laurence Yep's autobiography <i>The Lost Garden</i> and an excerpt from <i>Dragonwings</i> , and they write an on-demand connection statement explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from <i>Dragonwings</i> that show evidence of his perspective. They also analyze connotative language in the excerpt of <i>Dragonwings</i> .



Mid-Unit 2 Assessment	Short Response: Analyzing the Point of View: Relief Camps This assessment centers on NJSLs RI.6.3, RI.6.6 and RI.6.4. Students read a new excerpt from the text by Emma Burke. There are two parts to this assessment. In Part A, students determine word and phrase meaning from the excerpt and analyze how she has introduced, illustrated, and elaborated on the relief camps. In Part B, students determine the author's point of view and how it has been conveyed, using a graphic organizer that they have been using throughout the first half of the unit.
End of Unit 2 Assessment	Literary Analysis: How do the author's purposes affect the narrator's points of view of the immediate aftermath of the earthquake? This assessment centers on NJSLs W.6.2a, b, c, d, e, f, W.6.9, W.6.9a, L.6.2, L.6.2a, and L.6.2b. Students write the final draft of their literary analysis essay in which they compare Moon Shadow's point of view of the immediate aftermath of the earthquake to Emma Burke's point of view in order to explain how author's purpose can affect the narrator's point of view.
Mid-Unit 3 Assessment	Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New information Connects to the Topic This assessment centers on NJSLs RL.6.11, W.6.7, and SL.6.2. There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: What destruction did the 1906 San Francisco earthquake and fires cause? They record their interpretations on a graphic organizer. In Part 2, students explain orally how the resources they have looked at contribute to the topic of the destruction caused by the 1906 earthquake and fires.
End of Unit 3 Assessment	Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco This assessment centers on NJSLs RI.6.7, W.6.2a–f, W.6.4a, and W.6.9. Students write a first draft of their newspaper article to answer the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? They choose an angle for their newspaper article and select factual information and eyewitness quotes from research that is most compelling and relevant to their angle. They follow the journalist's inverted pyramid structure to organize their research and their writing.