

Grade 6: Module 4: Unit 1



“In nature nothing exists alone.”

-Rachel Carson, writer, scientist, and ecologist

NAME: _____

TEACHER: _____

PERIOD: _____



Learning from Frightful’s Perspective

Chapter 1

Name: _____

Date: _____

<p>Chapter 1: “Frightful Takes Off”</p> <p>Words I Found</p> <p>Difficult:</p> <p>jesses (9)</p> <p>culvert (11)</p> <p>tiercel (19)</p> <p>Glossary:</p> <p>talons—noun: the claw of the bird</p> <p>perch—noun: anything upon which a bird rests</p> <p>prey—noun: an animal hunted or killed for food by another animal</p> <p>predator—noun: an animal that hunts other animals for food</p>	<p>Focus Question:</p> <p>Identify one human relationship or one animal relationship that Frightful has in this chapter.</p> <p>Do you think this relationship is helpful or harmful to Frightful’s survival? Explain your thoughts.</p>	<p>Human or Animal Relationship</p> <p>My Thoughts:</p>	<p>Evidence from the Text:</p>		
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Learning from Frightful’s Perspective

Chapter 2

Name: _____

Date: _____

<p>Focus Question: What is something that Frightful learns from her relationship with Chup?</p>	<p>Evidence from the Text:</p>	
	<p>Things Frightful Learns from Chup My Thoughts:</p>	
<p>Chapter 2: “Frightful Goes to Falcon School”</p> <p>Words I Found Difficult:</p> <p>Glossary: aerie—noun: the nest of a bird on a cliff, mountaintop, or high place eyases—noun: undeveloped birds, not feathered or ready for flight, nestlings</p>		



Frightful Goes to Falcon School, Peregrine Falcon Facts

Chapter 2

.....

Name:

.....

Date:

.....

Directions:

1. Each member of your group should choose a different topic from the four listed below.
2. Then, read the text pages in the parentheses that correspond to your topic.
3. As you read the text, find **at least three facts**, *evidence*, that support the topic.
4. Record what you've learned about peregrine falcons in the space provided.
5. Also refer to your homework, Learning from Frightful's Perspective: Chapter 2, to get additional information.

Physical description of Adults and Eyases (pages 21, 22, 29)

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Habitat (pages 21 and 22)

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Frightful Goes to Falcon School, Peregrine Falcon Facts
Chapter 2

Mating (page 22)

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-

-

Hunting and Eating (pages 23, 24, 27, 28)

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-



Learning from Frightful’s Perspective:
Chapter 3

Name: _____

Date: _____

<p>Focus Question: What are some of the physical and behavioral changes that occur as Drum, Lady, and Duchess become young peregrine falcons? Use evidence from the text to support your thoughts.</p>	<p>Evidence from the Text:</p>	
<p>Chapter 3: “The Eyases Get on Wing”</p> <p>Words I Found Difficult:</p> <p>Glossary: nictitating membrane— noun: a thin membrane found in many animals at the inner angle or beneath the lower lid of the eye and capable of extending across the eyeball</p> <p>fledgling—noun: a young bird another</p>	<p>The Physical and Behavioral Changes My Thoughts:</p>	



Notice and Wonder
John Stossel Video

.....
Name:

.....
Date:

Notice	Wonder



Tracing an Argument

Name: _____

Date: _____

SL.6.3 I can outline a speaker’s argument and specific claims.

I can determine whether a speaker’s argument is supported by reasons and evidence or not.

Title of Article/Video:	Author/Speaker:

Author’s Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No
Author’s Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No



Tracing an Argument

Author's Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No

After identifying the claims and evidence presented by this author, what argument do you think she/he is making?



Tracing an Argument

After evaluating the evidence that supports each claim, is the overall argument supported by sufficient evidence? Explain why or why not.



Learning from Frightful’s Perspective:

Chapter 4

Name: _____

Date: _____

<p>Focus Question: Peregrine falcons use their instincts to know when they should migrate south. What “signs in nature” signal the falcon that it is time to migrate? Use evidence from the text to support your thoughts. Include the page number(s) where you found your evidence.</p>	<p>Evidence from the Text:</p>	
	<p>Signs that It Is Time to Migrate My Thoughts:</p>	
<p>Chapter 4: “The Wilderness Tests the Eyases”</p> <p>Words I Found Difficult:</p> <p>Glossary: instinct—noun: a natural ability or inclination juvenile—adjective: showing incomplete development; immature, childish pilgrimage—noun: a journey</p>		



Learning from Frightful’s Perspective:
Chapter 5

Theme: How leaders help their people
Focus: Leaders help people to make change

<p>Chapter 5: “Frightful Peregrinates”</p> <p>Words I Found Difficult:</p> <p>Glossary: current—noun: air or water moving continuously in a certain direction migration—noun: movement from one place, region, or climate to another</p>	<p>Focus Question: As the weather changes, many other changes occur in Frightful’s environment. These changes and the need to survive pull her in two different directions.</p> <p>What two directions is Frightful pulled in? Which direction does Frightful choose? Use evidence from the text to support your thoughts.</p>	<p>Name the two directions and Frightful’s choice. My Thoughts:</p>	<p>Evidence from the Text:</p>	
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Tracing an Argument

Name: _____

Date: _____

RI.6.8 I can identify the argument and specific claims in a text.
I can evaluate the argument and specific claims for sufficient evidence.

Title of Article/Video:	Author/Speaker:

Author's Claim:	Evidence to Support Claim:
	<p>Is claim supported by sufficient evidence? Yes No</p>
Author's Claim:	Evidence to Support Claim:
	<p>Is claim supported by sufficient evidence? Yes No</p>



Tracing an Argument

Author's Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No

After identifying the claims and evidence presented by this author, what argument do you think she/he is making?



Tracing an Argument

After evaluating the evidence that supports each claim, is the overall argument supported by sufficient evidence? Explain why or why not.



Exit Ticket:
Argument, Claims and Evidence

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

Date:
.....

Define the following.

1. Author's Argument:

2. Claim:

3. Evidence



Learning from Frightful’s Perspective

Chapter 6

Name: _____

Date: _____

<p>Focus Question: Who is the enemy that Frightful encounters? Why do they want to capture Frightful? Use evidence from the text to explain your answer.</p>	<p>Evidence:</p>	
<p>Chapter 6: “Frightful Finds the Enemy”</p> <p>Words I Found Difficult:</p> <p>Glossary: hemlock tree—noun: evergreen coniferous trees of the pine family preened—verb: To smooth or clean (feathers) with the beak or bill offense—noun: a crime</p>	<p>Who is Frightful’s enemy and why? My Thoughts:</p>	



Name: _____

Date: _____

Sidebar Task Card	
Argument: DDT is the best option available for saving lives from malaria.	
Claim	Claim
Evidence	Evidence
Is evidence sufficient?	Is evidence sufficient?
Why or why not?	Why or why not?
Claim	Claim
Evidence	Evidence
Is evidence sufficient?	Is evidence sufficient?
Why or why not?	Why or why not?
Claim	Claim
Evidence	Evidence
Is evidence sufficient?	Is evidence sufficient?
Why or why not?	Why or why not?



Learning from Frightful’s Perspective:
Chapter 7

Name: _____

Date: _____

<p>Focus Question: In this chapter, Frightful survives a near-death experience thanks to a person named Jon. However, many peregrine falcons have not survived and the birds have become an endangered species. What are two things that have caused the death of many peregrine falcons? Use evidence from the text to support your answer.</p>	<p>Evidence from the Text:</p>	
	<p>The causes of death for peregrine falcons. My Thoughts:</p>	
<p>Chapter 7: “Disaster Leads to Survival”</p> <p>Words I Found Difficult:</p> <p>Glossary:</p> <p>pesticides—noun: chemicals used for killing pests, especially insects and rodents</p> <p>mews—noun: enclosures for trained hawks</p> <p>destiny—noun: something that is to happen or has happened to a particular person or thing; lot or fortune</p>		



Tracing an Argument

Name: _____

Date: _____

I can identify the argument and specific claims in a text.

I can evaluate the argument and specific claims for sufficient evidence. (RI.6.8)

Title of Article/Video:	Author/Speaker:

Author's Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No
Author's Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No



Tracing an Argument

Author's Claim:	Evidence to Support Claim:
	Is claim supported by sufficient evidence? Yes No

After identifying the claims and evidence presented by this author, what argument do you think she/he is making?



Tracing an Argument

After evaluating the evidence that supports each claim, is the overall argument supported by sufficient evidence? Explain why or why not.



Sam Interacts with Frightful
Cascading Consequences Chart

.....
Name:

.....
Date:

**Sam Interacts with
Frightful**



Sam Does Not Interact with Frightful
Cascading Consequences Chart

.....
Name:

.....
Date:

**Sam Does Not
Interact with
Frightful**

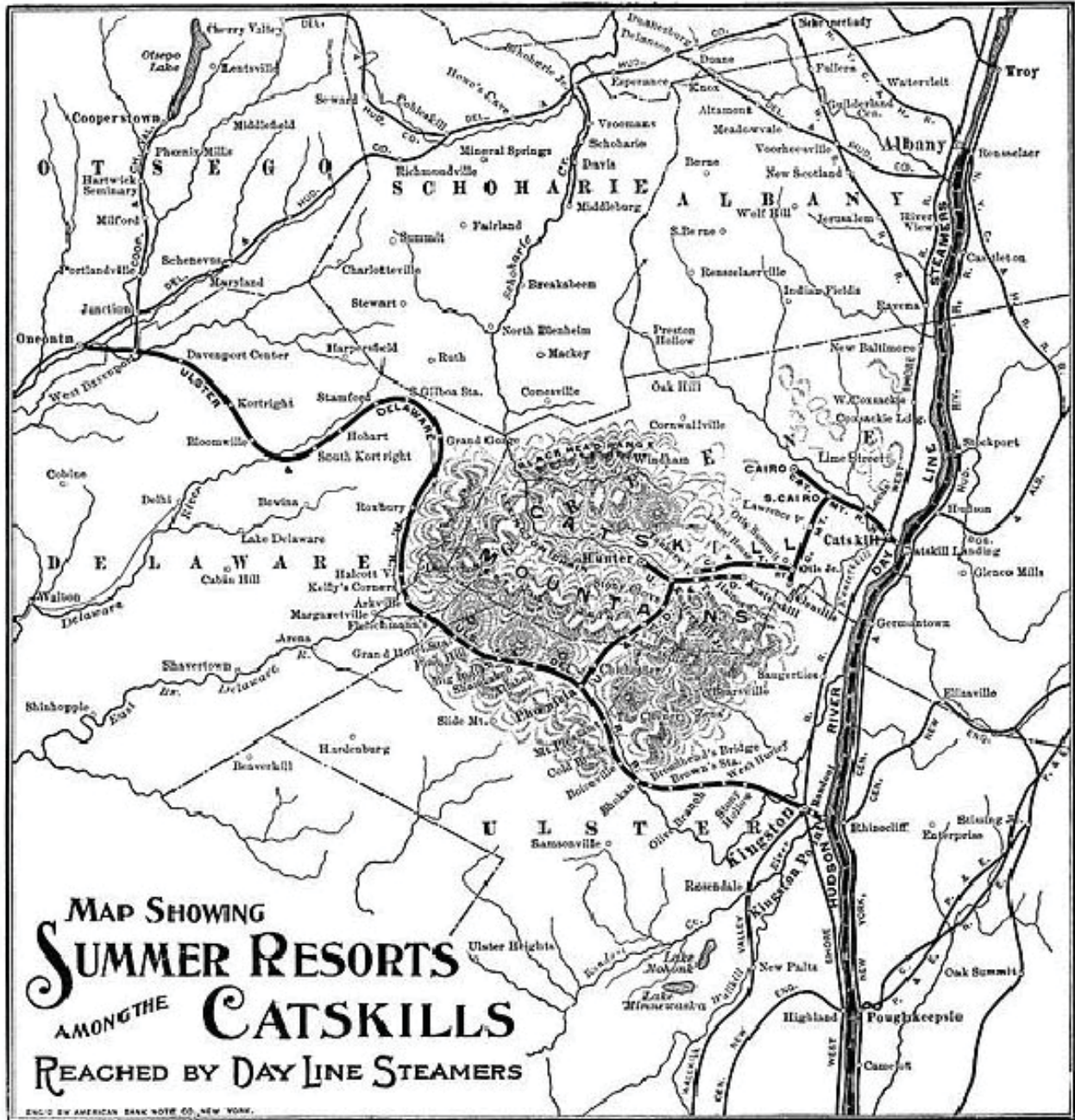


Learning from Frightful’s Perspective:
Chapter 9

Name: _____

Date: _____

<p>Chapter 9: “Frightful Finds Sam”</p> <p>Words I Found</p> <p>Difficult:</p> <p>Glossary:</p> <p>girder—noun: a strong beam used to build buildings, bridges, etc.</p> <p>imprint—verb: to cause (something) to stay in your mind or memory</p> <p>incubate—verb: to sit on eggs so that they will be kept warm and will hatch</p> <p>scrape—noun: the nest of a bird consisting of a usually shallow depression in the ground</p> <p>mottled—adj.: marked with colored spots or areas</p> <p>pores—noun: tiny openings especially in an animal or plant; one by which matter passes through a membrane</p>	<p>Focus Question: Where does Frightful build her nest? What two important events happen at Frightful’s nest? How do these events show the consequences of human interaction and the natural world?</p> <p>Use evidence from the text to support your thinking.</p>
<p>My Thoughts on Frightful’s nest and what it shows about the interaction between humans and the natural world:</p>	<p>Evidence from the Text:</p>



Wikipedia. "Summer Resorts Among the Catskills." December 30, 2011. <http://upload.wikimedia.org/wikipedia/en/2/2c/Udmap.jpg>. Public Domain.

Harmful Consequences of DDT Cascading Consequences Chart

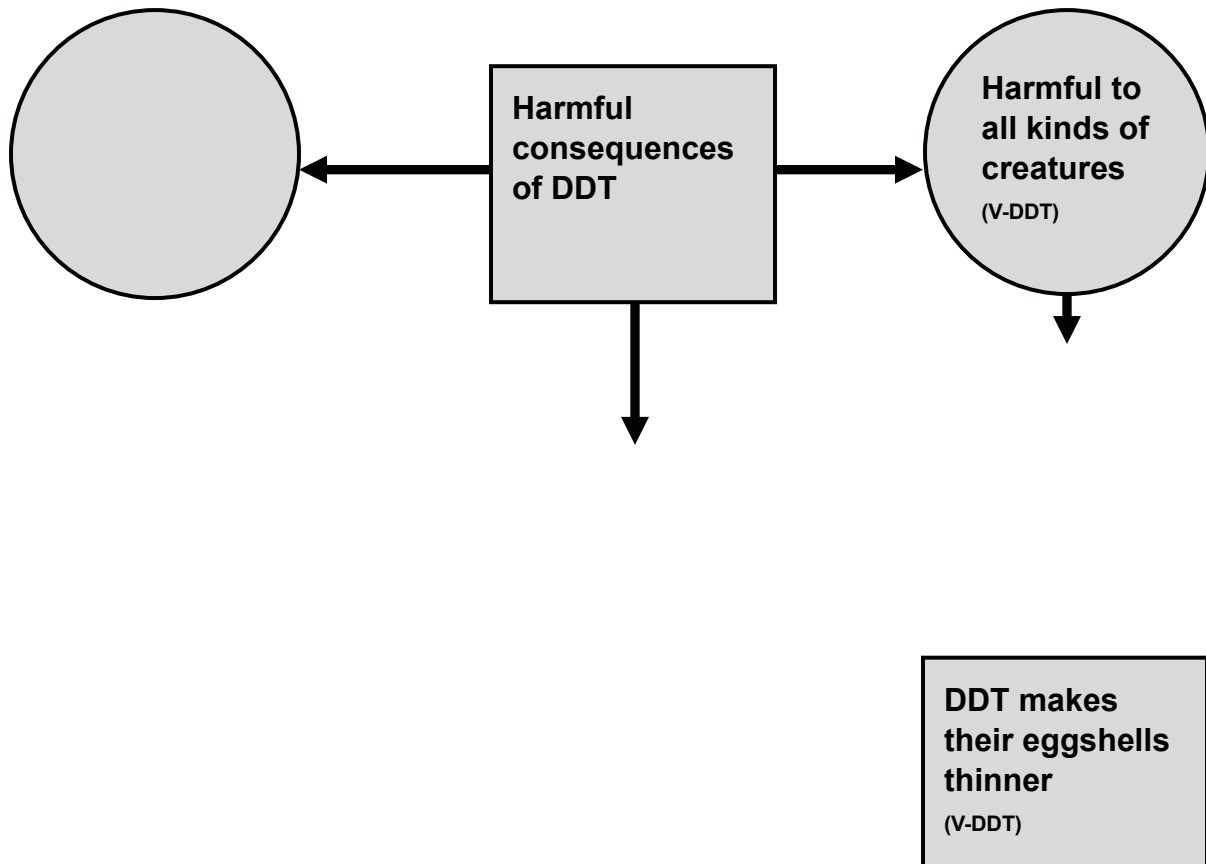
Name: _____

Date: _____

Resources:

Articles: "Welcome Back" (EX)

Videos: "DDT"





Learning from Frightful’s Perspective:

Chapter 10

Name: _____

Date: _____

<p>Focus Question: Frightful lays three eggs in her nest on the Delhi bridge. Explain how she and 426 care for their eggs. Later, in Chapter 10, human impact threatens Frightful and her eggs. Describe what threatens Frightful’s eggs and how Sam helps Frightful through this challenge.</p>	<p>Evidence from the Text:</p>
<p>Chapter 10: “There Are Eggs and Trouble”</p> <p>Words I Found Difficult:</p> <p>Glossary:</p> <p>chalazas—noun: either of two spiral bands in the white of a bird’s egg that extends from the yolk and attaches to opposite ends of the lining membrane</p> <p>albumen—noun: the white of an egg</p> <p>clutch—noun: the act of grasping, holding, or restraining</p> <p>trance—noun: the state of being lost in thought</p> <p>conservation—noun: a careful preservation and protection of something; especially planned management of a natural resource to prevent exploitation, destruction, or neglect</p>	<p>My Thoughts:</p>



Interpreting Charts and Graphs

Name: _____

Date: _____

Issue: Do the Benefits of DDT Outweigh the Consequences?

Graph/Chart/Map Title: _____

What is the graph telling the reader?	Where does it take place?
Who is affected?	When did it happen?



Interpreting Charts and Graphs

Using DDT caused _____

Not using DDT caused _____

What are the benefits?:	What are the harmful consequences?:



Learning from Frightful’s Perspective:

Chapter 11

Name:

Date:

<p>Focus Question: Efforts are being made by the kids in Delhi to stop bridge construction while Frightful and 426’s eggs hatch. Use evidence from Chapter 11 to describe at least three things the kids are doing to get people’s attention to help Frightful and 426.</p>	<p>Evidence from the Text:</p>
<p>Chapter 11: “The Kids Are Heard”</p> <p>Words I Found Difficult:</p> <p>Glossary:</p> <p>embryos—noun: humans or animals in the early stages of development before they are born or hatched</p> <p>protesters—noun: people who show or express strong disagreement with or disapproval of something</p> <p>detour—noun: the act of going or traveling to a place along a way that is different from the usual or planned way</p> <p>hatching—verb: coming out of an egg; being born by coming out of an egg</p>	<p>My Thoughts:</p>



Resource Reference Sheet:
Benefits of DDT Cascading Consequences Chart

.....
Name:

.....
Date:

Resources

Article: “The Exterminator” (EX)
 “Double Whammy” (EX/D.W.)
 “Public Fear” (EX/P.F)
 “Seriously Sick” (EX/S.S.)
 “Killer Genes” (EX/K.G.)

Video:
John Stossel DDT (V-J.S. DDT)

Graphs and Charts (G&C):
 “DDT Bad, Malaria Much Worse”—(world map)
 “Malaria Trends in South Africa”—(graph)
 “Increases in Malaria for South American Countries”—(graph)
 “DDT and Malaria in Ceylon”—(graph)



Resource Reference Sheet:
Harmful Effects of DDT Cascading Consequences Chart

.....
Name:

.....
Date:

Resources

Article: “Welcome Back” (W.B.)

 “Rachel Carson: Sounding the Alarm on Pollution” (R.C.)

Video:

 “DDT dichloro-diphenyl-trichloroethane” (V-DDT)

Graphs, Tables, Charts, Diagrams, Maps (G&C):

 “Lake Kariba, Africa DDT Levels” (diagram)

 “DDT in Human Body Fat in U.S.” (table)

 “DDT in Breast Milk” (graph)

 “Changes in Thickness of Egg Shells” (graph)



Learning from Frightful’s Perspective:
Chapter 12

Name: _____

Date: _____

<p>Focus Question:</p> <p>When Flip Pearson and Dr. Werner take the eyases, Molly wants a chance to see them. What does Molly notice when Flip allows her to look in the bag?</p>	<p>Evidence from the Text:</p>	
<p>Chapter 12: “There are Three_”</p> <p>Words I Found Difficult:</p> <p>Glossary: horizontal—adj.: positioned from side to side rather than up and down; parallel to the ground vertical—adj.: positioned up and down rather than from side to side; going straight up torrents—n.: large amounts of water that move very quickly in one direction morsel—n.: a small piece of food</p>	<p>What does Molly see? My Thoughts:</p>	

