



## Grade 6: Module 2: Module-at-a-Glance

### Unit 1

#### Unit 1: Build Background: William Kamkwamba and Design Thinking

##### Weeks 1–2 (Lessons 1–6)

Students begin reading the anchor text, *The Boy Who Harnessed the Wind*, focusing on strategies to determine the central idea of a text and writing an effective summary.

Mid-Unit 1 Assessment: Analyze Central Idea and Development of an Individual: *The Boy Who Harnessed the Wind*, Chapter 4.

##### Weeks 2–3 (Lessons 7–15)

Students read several more chapters in their anchor text, paying close attention to how the authors use figurative language to enhance meaning. Students also prepare for and practice a text-based discussion to answer the following prompt: What critical problems does William face? What makes them critical?

End of Unit 1 Assessment: Analyze Figurative Language, Central Idea, and Structure: *The Boy Who Harnessed the Wind*, Chapter 8.

### Unit 2

#### Unit 2: Research to Discover Innovative Designers

##### Week 1 (Lessons 1–4)

Students continue to read *The Boy Who Harnessed the Wind* while practicing analyzing figurative language and identifying central ideas and key details. Students are also introduced to the design thinking process and begin compiling notes on how William Kamkwamba applies this process to his own design work.

- Mid-Unit 2 Assessment: Analyze Figurative Language and Central Idea: “The Hippo Roller”

##### Weeks 2–3 (Lessons 5–12)

Students are guided through the steps of the research process to find another intriguing innovator who followed the design thinking process to address a critical problem. Students learn how to gather evidence from multiple sources, determine the credibility and relevance of those sources, and paraphrase and quote accurately.

- End of Unit 2 Assessment: Research Process

### Unit 3

#### Unit 3: Write to Inform: Problem-Solution Essay

##### Weeks 1–2 (Lessons 1–9)

Students analyze a model problem-solution essay while practicing writing their own with a partner based on William Kamkwamba’s experience. These steps scaffold students to independently write a problem-solution essay based on the innovator they researched in Unit 2.

- Mid-Unit 3 Assessment: Write a Problem-Solution Essay

##### Week 3 (Lessons 10–15)

Students work towards the performance task by preparing their problem-solution visual and responses to the presentation prompts for the Solution Symposium. Using their learning from the anchor text, their research, and their peers’ presentations, students conclude the module with a fishbowl discussion to answer the following prompt: how do habits of character help people solve critical problems?

- End of Unit 3 Assessment: Fishbowl Discussion: Habits of Character to Solve Critical Problems