Unit Plan: **Renaissance Thinking**

Length of Unit: 6 weeks

Grade Level: 5th

**Teacher:** Mrs. Engel, Mrs. Hauser, & Mrs. Crabb

**Summary:** This unit focuses on the research process, as well as the creative and critical thinking used by writers, inventors, and famous people from the Renaissance and beyond. Through the pairing of fiction and nonfiction books on related topics, this unit builds on students' understanding of the Renaissance as a period of new learning and discovery. This unit is particularly effective for teaching the research process, since the people involved or the historical context of particular inventions are most likely new to students. Students publish and present their research papers to the class. Students then find commonalities among inventors and innovators, share these insights in group discussions, and use this information as a springboard for their own innovative and creative writing. This unit sets in motion the reading, writing, researching, and word analysis processes that will be a hallmark of their fifth-grade year. This unit ends with an informative/explanatory essay in response to the essential question.

|  |
| --- |
| **Stage 1 –Desired Results** |
| **Established Goals (Standards)****RL.5.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably. **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. **RF.5.4 (b):** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **W.5.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) on grade 5 topics and texts, building on others’ ideas and expressing their own ideas clearly.**SL.5.1(c):**Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**SL.5.1(d):** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**L.5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**L.5.1(a):**Explain the function of conjunctions, repositions, and interjections in general and their function in particular sentences.**L.5.1(b):** Form and use the perfect (e.g., *I had walked; I have walked: I will have have walked*) verb tenses. | **Transfer** |
| Students will be able to independently use their learning to…***What is it that we want them to be able to do independently by the end of the unit? What skill/x and or understanding/s will they demonstrate to us on their own in a new situation at the end of the unit?******\*\*The summary above gives us information about what students are expected to be able to do independently.***O**BJECTIVES FROM THE COMMON CORE CURRICULUM MAPS book.*** Read and compare information learned from fiction and nonfiction books about an inventor of choice (e.g., *Leonardo the Beautiful Dreamer* by Robert Byrd and *The Usborne Book of Inventors from DaVinci to Biro* by Struan Reid, Patricia Fara, and Ross Watton).
* Explain the characteristics of historical fiction.
* Compare and contrast historical fiction stories using those characteristics as a guide.
* Describe the value of primary source documents when studying a historical period, such as the Renaissance (e.g., Leonardo’s notebook).
* Conduct research and develop/present a multimedia presentation that integrates information from more than one source (e.g., on an inventor of choice); anticipate and respond to questions from classmates.
* Explain the historical context surrounding an invention of choice, based on information gathered from multiple print or digital sources.
* Define related words and identify their parts of speech (e.g., *inventor, invention, venue, innovator, innovative, innovate, new,* etc.).
 |
| **Meaning** |
| **Understandings**Students will understand that…***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **Essential Questions**Students will keep considering…* How does creativity change the world?
 |
| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know…***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **SKILLS**Students will be skilled at…***Find examples from the 5th grade standards documents on the Weebly and add here.*** |

|  |
| --- |
| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

|  |
| --- |
| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
|  |