**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.

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| **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…* Read informational text to conduct & write research
* Number of sources: 2-3
* Type/kind of source: tradebook, digital, newspapers, articles
* 5-paragraphs (answering 3 questions-2 teacher, 1 student)
* Topic: Inventors
* Assessment: Leonardo DiVinci books (4)
* Teaching: SO YOU WANT TO BE AN INVENTOR & Internet articles about inventors.
* Write an informative/explanatory essay answering a question (How does creativity change the world?)
* Assessment: THE RENAISSANCE
* Teaching: SCIENCE IN THE RENAISSANCE, THE RENAISSANCE

***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.).
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| **Meaning** |
| **Understandings**Students will understand that…* Good readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose.
* Good readers compare and contrast various texts to deepen their understanding of themes and topics.
* Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly.
* Good authors use informative/explanatory writing to communicate information related to real-world tasks.
 | **Essential Questions**Students will keep considering…* How does creativity change the world?
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| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know…* Informational text (both literary nonfiction and expository/technical texts)
* How to explain (e.g., what and why)
* Central/main idea
* Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)
* Different purposes for graphic organizers, based on structure of text
* Difference between main ideas and key details in a text
* Characteristics of an effective summary for informational texts
* How to summarize
* Key/supporting details
* Purpose for gathering information
* Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)
* How to integrate information in a purposeful way
* Compare/Contrast
* Theme(s)
* Topic(s)
* Characteristics of various genres (e.g., mysteries, adventure stories)
* Author’s choices (e.g., audience, word choice, text structure, mood)
* Author’s intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past)
* Author’s perspective/view point
* Text-to-text, text-to-world connections

***Find examples from the 5th grade standards documents on the Weebly and add here.*** | **SKILLS**Students will be skilled at…**Reading*** Recognize how ideas are organized in an informational text
* Describe or graphically represent the relationship between main ideas and details
* Explain how the main ideas are supported by key details
* Summarize the main ideas in an informational text, capturing the most important parts of the piece
* Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
* Identify the characteristics of various genres
* Identify the theme of a text
* Distinguish between a topic and theme
* Identify and explain author’s intention/purpose
* Identify and explain author’s perspective/view point
* Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes

***Writing**** Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples
* Write informative/explanatory texts to examine a topic and convey ideas and information clearly by
* engaging the reader with an introduction/ hook that presents the topic
* introducing the topic clearly providing a general observation and focus
* grouping related information logically
* addressing the needs of the audience
* developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic
* linking ideas within and across categories and information using words, phrases, and clauses
* using formatting devices to aid comprehension when appropriate
* using precise language and domain-specific vocabulary to inform about or explain the topic
* providing a concluding statement or section that follows from the information or explanation presented
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| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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