Unit Plan: **Clues to a Culture**

Length of Unit: 6 weeks

Grade Level: 5th

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

**Summary:** This unit focuses on aspect of Native American nations/cultures as revealed through pairings of literature and informational text. This unit begins with students collectively defining and discussing the word culture. Next, students compare nineteenth-century America from the Ojibway point of view in The Birchbark House to depictions in texts such as Little House on the Prairie and If You Were a Pioneer on the Prairie. In order to glean the similarities and differences across nations, students read trickster stories and informational text; they also listen to music and examine art from a variety of Native American cultures. Class discussions reinforce awareness of how someone's perspective can affect their view of events and people. 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.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **L.5.1:** Observe conventions of grammar and usage when writing or speaking. **L.5.1(c):** Use verb tense to convey various times, sequences, states, and conditions.  **L.5.1 (d):** Recognize and correct inappropriate shifts in verb tense. L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  **L.5.4(c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | **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.**   * Compare fiction and nonfiction books about a specific topic (e.g., Native American nations during pioneer times in America), quoting accurately from the texts. * Find similarities and differences in stories (e.g., trickster tales) from various cultures. * Create a multimedia presentation based on information drawn from various types of sources (e.g., a presentation on a Native American nation of choice based on fiction, nonfiction, art or other media). * Summarize and evaluate the content and structure of a classmate’s presentation, evaluating how well they support their claims. * Define related words and identify their parts of speech (e.g., *nation, national, nationality, nationwide, culture, cultural, cultivate,* 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 literature provide insight into a culture? |
| **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.*** |

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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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