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 the causes and consequences of the American Civil as revealed through literature and informational text. Students read historical fiction and informational text about the Civil War in the United States and compare and contrast the ways in which each type of text describes key historical events. In order to gain a deeper understanding of the period beyond what is addressed in print, students listen to music and examine art from the Civil War period. The culminating activity is to compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork.

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| **Stage 1 –Desired Results** | | |
| **Established Goals (Standards)**  **RL.5.6:** Describe how a narrator's or speaker's point of view influences how events are described.  **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. RF.5.4 (a): Read on-level text with purpose and understanding.  **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  **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 (b):** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | **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 and contrast the points of view in fictional and nonfictional texts about the same topic or time period. * Compare and contrast the ways in which fictional and informational texts treat historical events (e.g., the Civil War and slavery in the United States). * Analyze two accounts of the same event and describe important similarities and differences in the details they provide. * Write a historical narrative, incorporating knowledge gained from fictional and informational text about a particular period in history (e.g., the Civil War). * Define related words and identify their parts of speech (e.g., *civil, civilization, civilian*). | |
| **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 are fictionalized characters and real people changed through conflict? |
| **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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