

Characters in Conflict

5th Grade Unit 4



Unit Planning Team

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Characters in Conflict



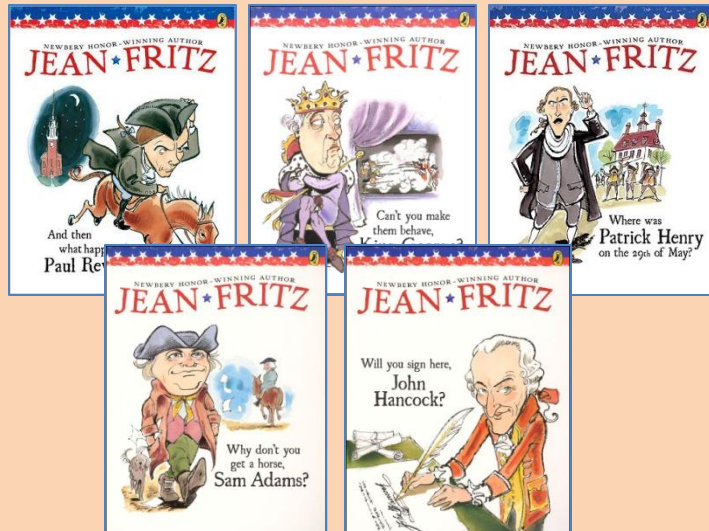
Essential Question

How does point of view and perspective influence your opinion?

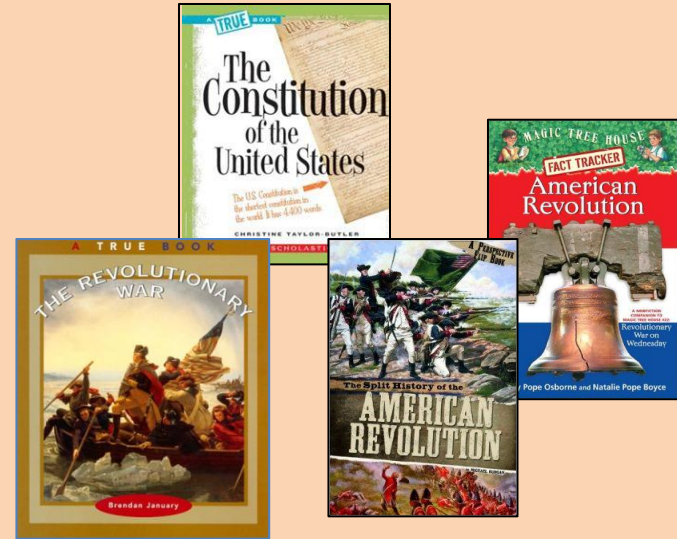
How are fictionalized characters and real people changed through conflict?

Colonization Through the Birth of a Nation

Informational Text

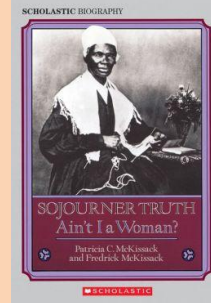
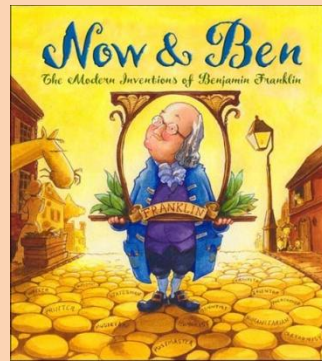
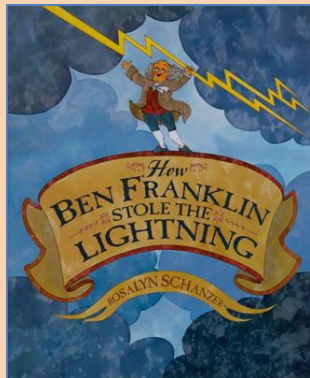


6 copies

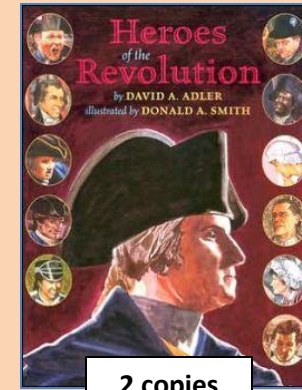


Class set

Biographies



29 copies

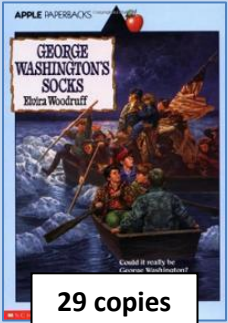
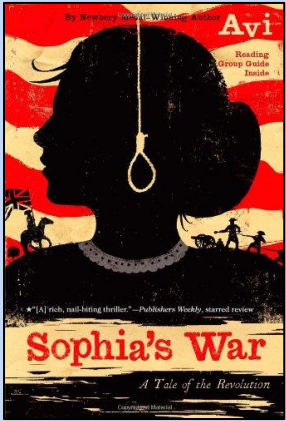
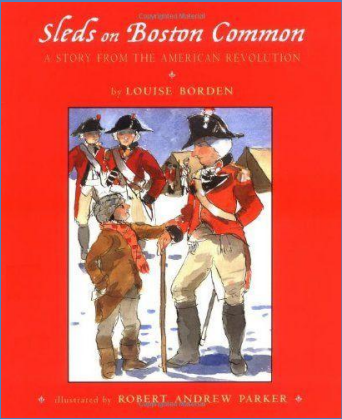


2 copies

4th Grade Print Resources Unit 4

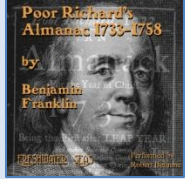
Literature

Stories



29 copies

Read Aloud



<https://archive.org/details/poorrichardsalm01frangoog>

Poems

- ["Concord Hymn"](#)
- ["George Washington"](#)
- ["A Tragic Story"](#)
- ["A Nation's Strength"](#)
- ["The Flag"](#)

Media

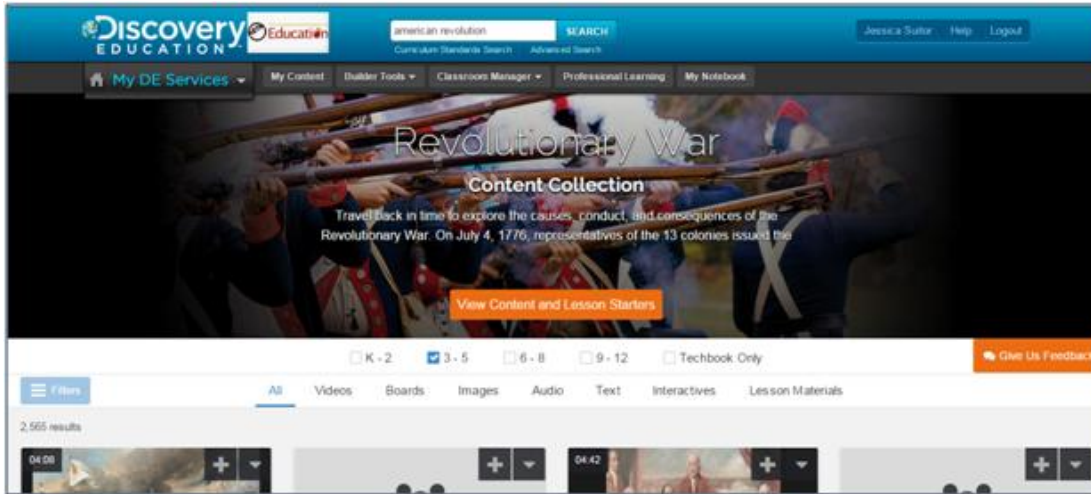


["Too Late to Apologize"](#)

Art



5th Grade Online Resources Unit 4









Discovery Ed



Video of Patrick Henry's Speech

Text Structures

Text Structures		
Text Structure	 Signal Words	 Signal to Reader
Description or list 	such as, for example, for instance, most important, in front, beside, near	A list or set of characteristics will follow.
Sequence or time order 	first, second, third, before, on (date), not long after, after that, next, at the same time, finally, then	A sequence of events or steps in a process is being described.
Compare and contrast 	like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as	Likenesses and differences are being presented and/or discussed.
Cause and effect Problem and solution 	therefore, so, this led to, as a result, because, if ... then	Evidence of cause(s) and effect(s) will be given or problems and solutions will be described.



Week 1

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.

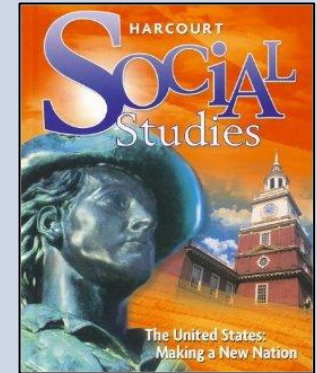
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.



Videos explaining the causes of the Revolutionary War

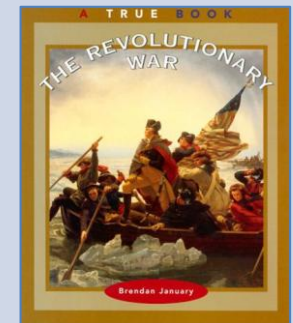
W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Text Options



Chapters

- 4- Settlements
- 5- New England
- 6- Middle Colonies
- 7- South



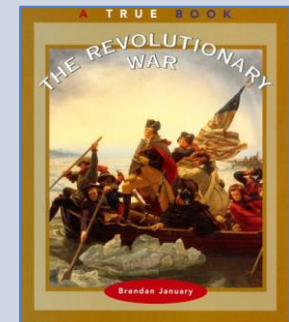
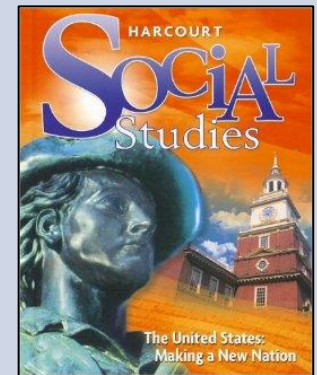
Week 2

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.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

Text Options



Week 3

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.

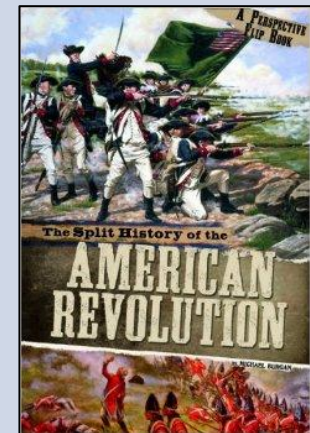
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and/or perspective they represent.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

NOTE: This standard refers to students' ability to identify an author's argument and supporting evidence. See anchor standard 8 for more information.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Text Options



Could use page 28 “Women at War” for RI.5.8

Week 4

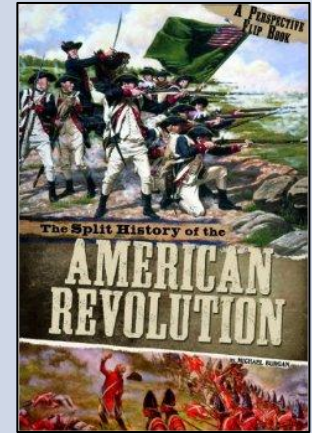
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and/or perspective they represent.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

W.5.1e. Provide a concluding statement or section related to the opinion presented.

Text Options



Week 5

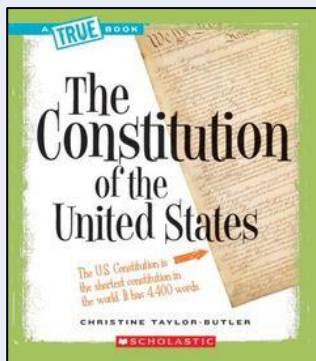
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

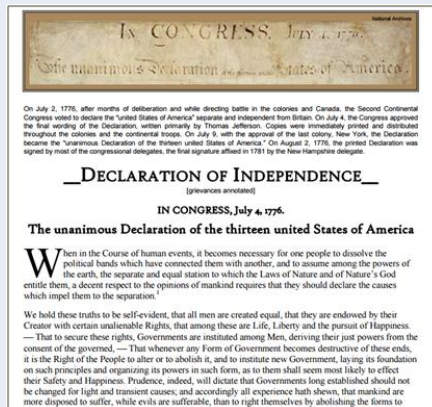
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources.

- Summarize or paraphrase information in notes and finished work.
- Provide a list of sources.

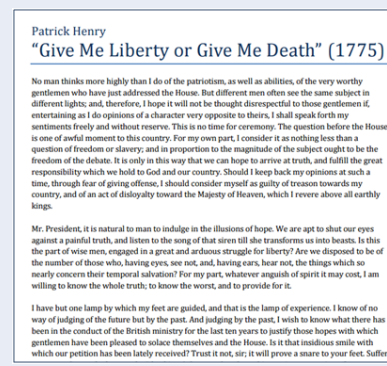
Text Options



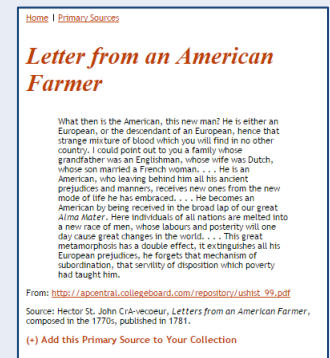
Use the first sentence on page 7



Declaration of Independence



Patrick Henry's "Give Me Liberty" Speech



Letter from an American Farmer

Week 6

RL.5.2 Examine a grade-appropriate literary text.

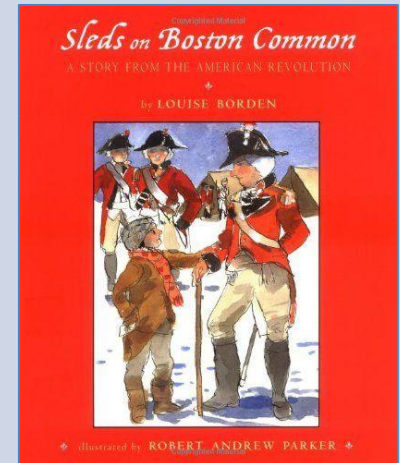
- Provide a summary.
- Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources.

- **Summarize or paraphrase information in notes and finished work.**
- Provide a list of sources.

Text Options



Week 7

RL.5.2 Examine a grade-appropriate literary text.

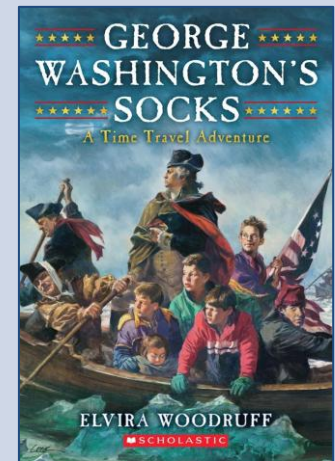
- Provide a summary.
- Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources.

- **Summarize or paraphrase information in notes and finished work.**
- Provide a list of sources.

Text Options



[George Washington's Socks Resource](#)

Week 8

RL.5.2 Examine a grade-appropriate literary text.

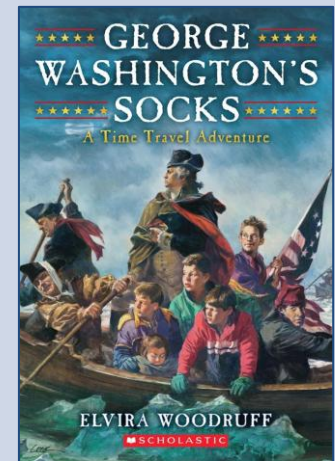
- Provide a summary.
- Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.

W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources.

- **Summarize or paraphrase information in notes and finished work.**
- Provide a list of sources.

Text Options



These standards need to be performed by students during Unit 4, but the weekly pacing is up to your individual plans.

Language

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

L.5.1f Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.

L.5.2c Use a comma to separate an introductory element from the rest of the sentence.

- Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use punctuation to separate items in a series.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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 effective strategies.

Speaking and Listening

These 3 standards lend themselves well with W.5.4:

SL.5.2 Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4 Report on a topic or text or present an opinion to support main ideas or themes.

- Sequence ideas logically.
- Use appropriate facts.
- Use relevant, descriptive details.
- Speak clearly at an understandable pace.

These standards need to be performed by students during Unit 4, but the weekly pacing is up to your individual plans.

Social Studies

H.12.5.5 Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspective using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)

H.12.5.6 Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, middle, and southern colonies from multiple perspectives

H.12.5.7 Research the development of the colonies by generating compelling and supporting questions to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was Life better in the colonies than in England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?)

H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)

H.12.5.9 Analyze cause and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)

H.12.5.10 Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty)

H.12.5.11 Examine the significance of the drafting and signing of the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of concepts, role and impact of severing ties with Great Britain)

H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution

H.12.5.13 Analyze the process of creating a single country from a loose association of states (e.g., weakness of the Articles of Confederation, currency, State vs. Federal control, military)

H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution