

2015- 2016 TRANSITION PLAN



Unit Planning Team

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Characters in Conflict

5th Grade Unit 4



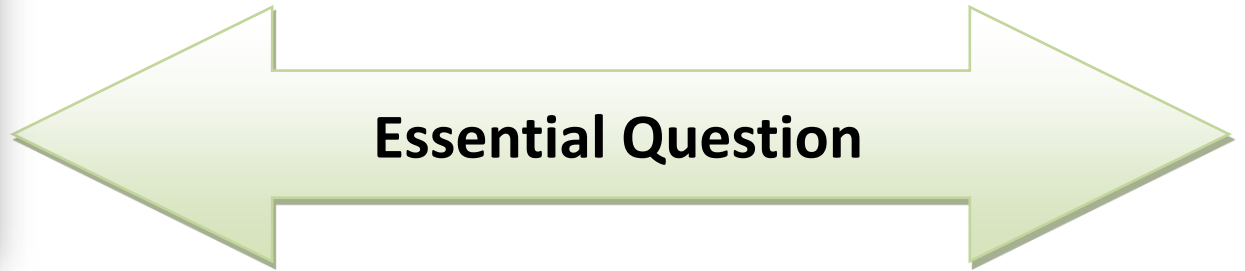
This plan is for the 15-16 school year only.

This unit is a combination of the 5th grade unit, *America in Conflict* and the 4th grade unit *Revolutionaries from the Past*. Since many of the original *Revolutionaries from the Past* unit books were read in 4th grade, the *Revolutionary War* focus this year will be on the social studies standards and the *Civil War* focus will be on the ELA standards.

Before you plan your approach to this unit, have a discussion with the 4th grade team in your building to help you understand what background knowledge has been built and which texts have been used.

We will use approximately half the time for the social studies focus on the revolutionary era and half the time on the original 5th grade civil war unit.

Characters in Conflict



How does point of view and perspective influence your opinion?

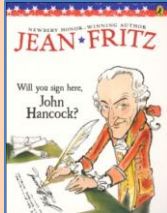
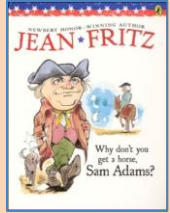
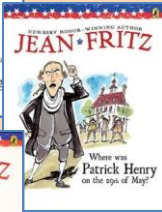
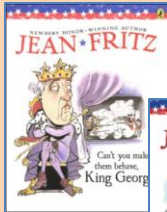
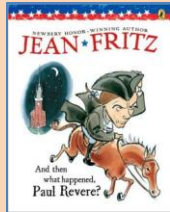
How are fictionalized characters and real people changed through conflict?



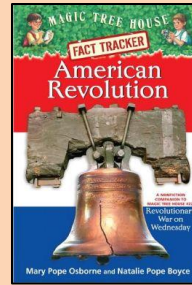
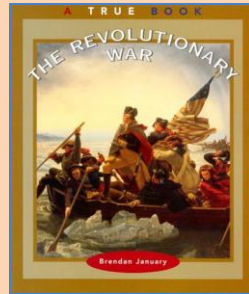
Weeks 1-4

**Colonization Through
the Birth of a
Nation**

Informational Text



6 copies



28 copies

4th Grade (2014-2015)

5th Grade (2015-2016)

Print Resources

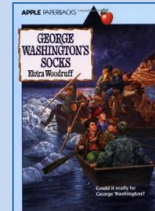
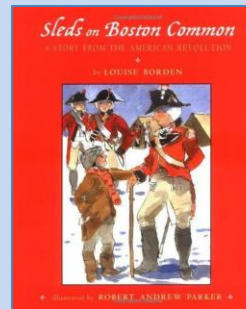
Unit 4



["Too Late to Apologize"](#)



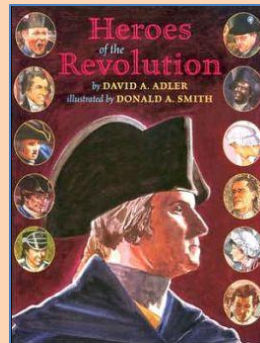
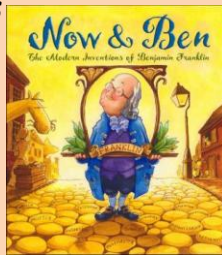
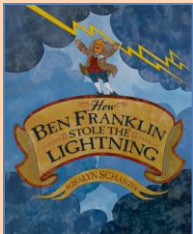
Literature



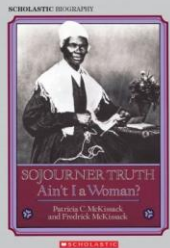
29 copies



Biographies

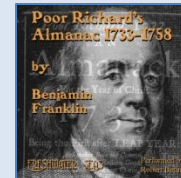


2 copies



29 copies

Read Aloud



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

Poems

["Concord Hymn"](#)

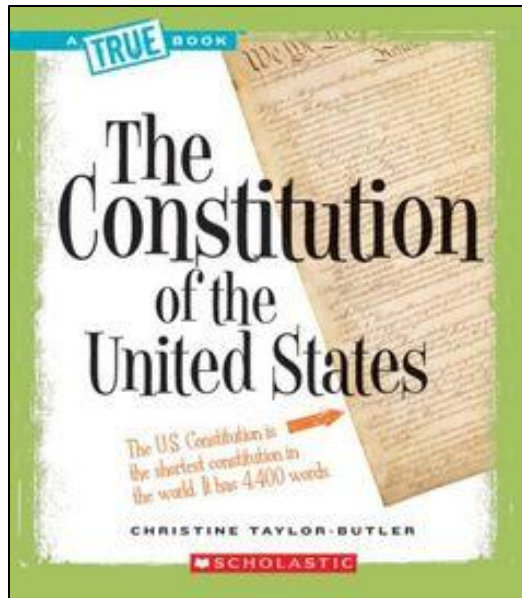
["George Washington"](#)

["A Tragic Story"](#)

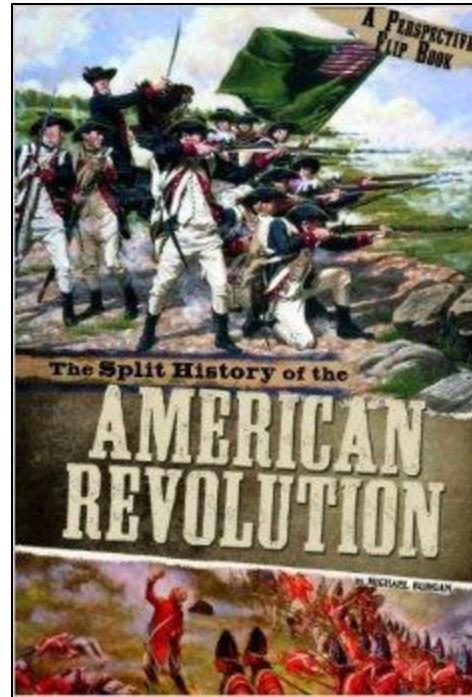
["A Nation's Strength"](#)

["The Flag"](#)

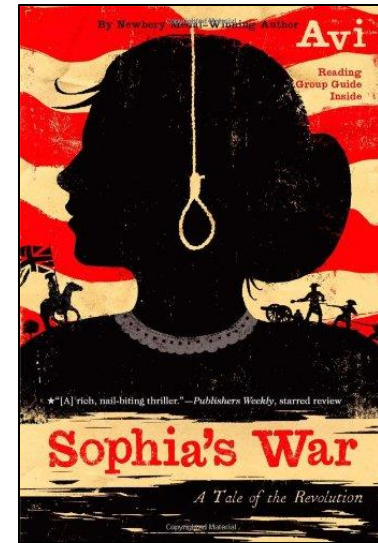
New Texts



class set



class set



1 copy

Week 1 Social Studies Standards- Colonization

Economics

E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources

E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation)

E.5.5.1 Examine ways a diverse labor force affected economies in early America

E.5.5.2 Examine ways, human, natural, and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants)

E.5.5.3 Evaluate the development of a free market system(e.g., mercantilism , property rights, free enterprise)

E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period

See Teacher Created Resources for these standards

E.7.5.1 Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)

E.7.5.2 Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, increase wealth, quality of life)

History

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.12.5.4 Evaluate short-long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)(Era 1)

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

Geography

Create Maps of Colonies

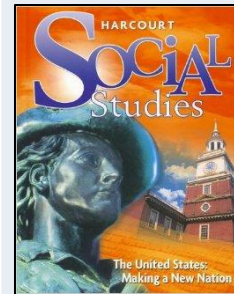
G.8.5.1 Describe locations of societies and their culture and environmental characteristics within the early Americas through the 1820's using geographic representations of different scales

G.8.5.2 Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations

G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations

G.9.5.3 Analyze ways climate and *environmental characteristics* influenced where groups lived and how they adjusted to the environment

G.10.5.1 Examine relationships between human settlements and movements and the location and use of *natural resources* in the early Americas



Chapters

4- Settlements

5- New England

6- Middle Colonies

7- South

5th Grade S.S. book is a resource for all standards unless noted

Week 1 Social Studies- Colonization- ELA Supporting Standards

The following ELA standards align with the week 1-4 social studies standards

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.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

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.

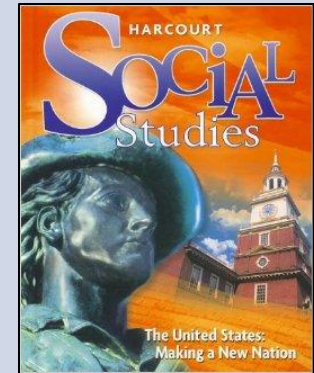
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Text Options



Chapters

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

Week 2 Social Studies Standards- Major Battles of the Revolutionary War and Important People

Chapter 8

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)

Lesson 1 & 2-

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)

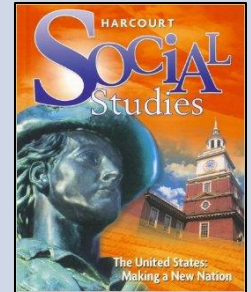
G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)

Lesson 3-

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)

Lesson 5-

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)



Chapter 9

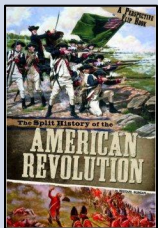
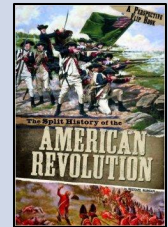
Lesson 1 –

E.6.5.4 Discuss effects of unemployment, inflation, and price stability on the economy of the United States through the Revolutionary period

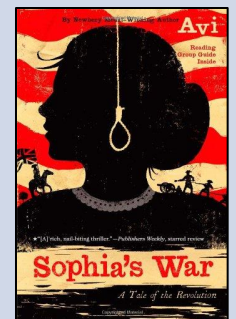
H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)

Lesson 2 & 3-

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



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



Week 2 Social Studies- Major Battles of the Revolutionary War and Important People- ELA Supporting Standards

The following ELA standards align with the week 1-4 social studies standards

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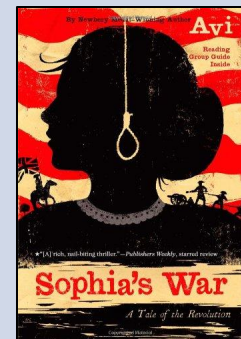
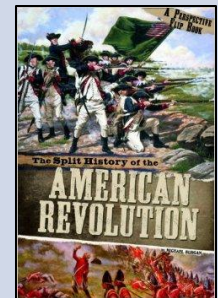
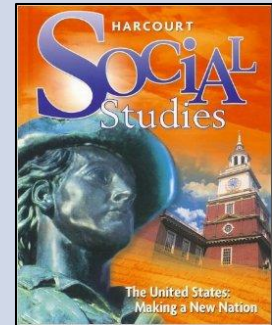
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W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Text Options



Week 3 Social Studies Standards- Creation of Government

Chapter 10

H.12.5.15 Evaluate how early presidents influenced the development of the new nation (e.g., Washington's Farewell Address, Marbury vs. Madison, Embargo act, Louisiana Purchase, Lewis and Clark, banking)

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

Civics/Government

C.1.5.1 Examine foundational documents of the United States Government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution)

C.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers

C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions

C.1.5.4 Examine how social organizations and institutions make rules and create responsibilities (e.g., workplace, families)

C.2.5.1 Evaluate various ways of fostering citizenship and civic virtues

C.2.5.2 Demonstrate proper etiquette for the Arkansas and American flags

C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States

C.2.5.4 Examine actions of individuals and groups that illustrate civic virtues at the local, state and national level

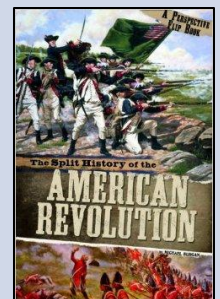
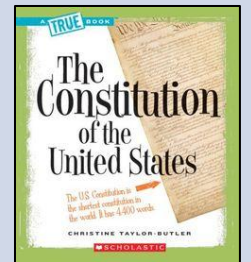
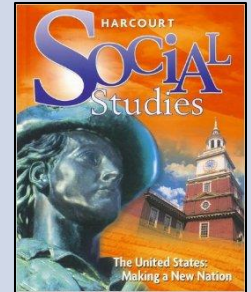
C.3.5.1 Compare the process for creating rules and laws at the local, state, and federal levels

C.3.5.2 Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels

C.3.5.3 Explain the development of polices to address public problems at the local state, and federal level

Lesson 1

E.6.5.5 Evaluate effects of war and conflict on communities from the colonial period to the early 1800's using economic factors



Week 3 Social Studies- Creation of Government- ELA Supporting Standards

The following ELA standards align with the week 1-4 social studies standards

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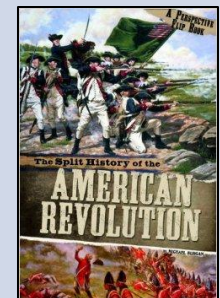
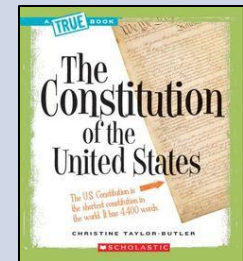
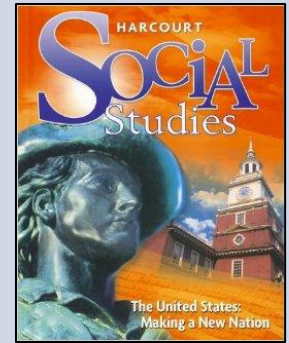
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W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Text Options



Week 4 Social Studies Standards- Effects of War & New Government/Expansion

Chapter 11

History

H.12.5.15 Evaluate how early presidents influenced the development of the new nation (e.g., Washington's Farewell Address, Marbury vs. Madison, Embargo act, Louisiana Purchase, Lewis and Clark, banking)

H.12.5.16 Examine the impact and significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. Flag, borders, Battle of New Orleans)

Lesson 2 & 3

H.12.5.16 Examine the impact and significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. Flag, borders, Battle of New Orleans)

Geography

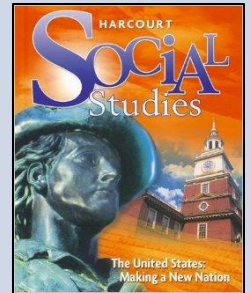
G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to 1820's

G.9.5.2 Analyze ways cultural characteristics influence population distribution in the early Americas through the post-Revolutionary period

G.10.5.3 Examine reasons for population shifts in early America and the effects on various regions

Lesson 4

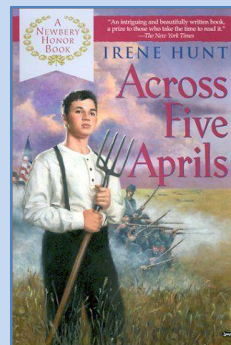
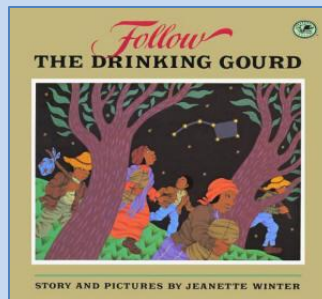
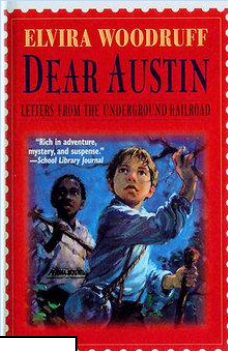
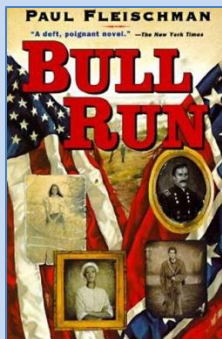
G.10.5.2 Examine effects of environmental and cultural characteristics of the distribution and movement of people, goods, and ideas using multiple sources of information (e.g. trade routes, water ways, geographic barriers, accessibility)



Weeks 5-9

Civil War

Literature



29 copies

5th Grade (2014-2015) 4th Grade (2015-2016) Print Resources Unit 4

Poems

["The New Colossus"](#)

["The Eagle"](#)

["I Hear America Singing"](#)

["I, Too, Sing America"](#)

Speech

[The Gettysburg Address](#)

Music and Songs

["When Johnny comes](#)

[Marching Home"](#)

["The Battle Hymn of the](#)

[Republic" Lyrics](#)

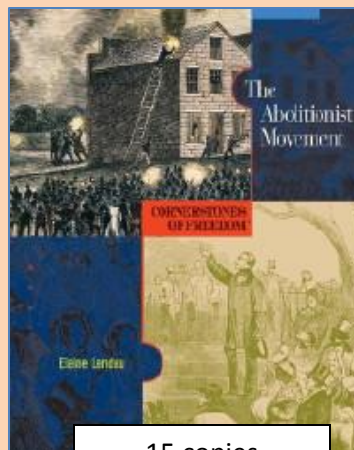
["Dixie"](#)

["Goober Peas"](#)



Art

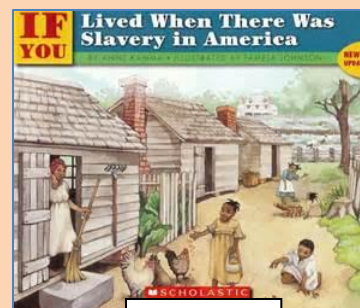
Informational Text



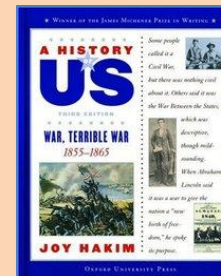
15 copies

Out of Print

8-19-14



15 copies



Week

Building background on the causes & history of the Civil War

5

RL.5.2 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 or how the speaker in a poem reflects upon a topic; summarize the text.

RI.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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.

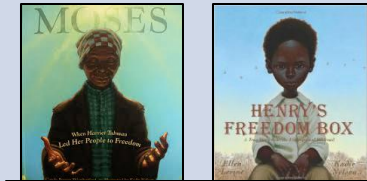
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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).

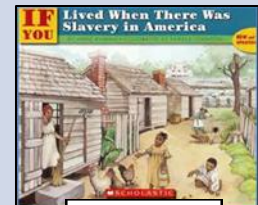
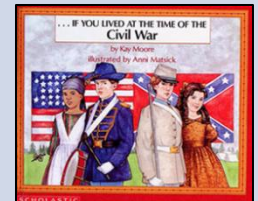
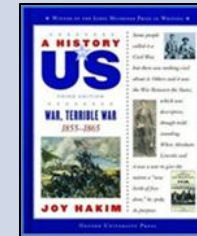
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Text Options

Good intro for week 5



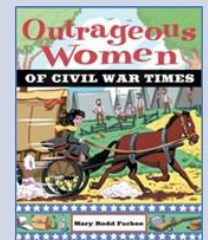
Borrow from 2nd Grade, Unit 4



15 copies



29 copies



- History Channel Clips on Slavery

Spend 3 weeks reading Bull Run

6-9

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 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 or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

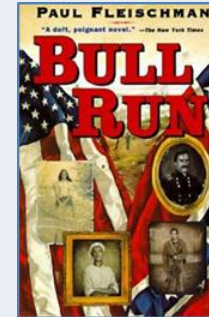
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

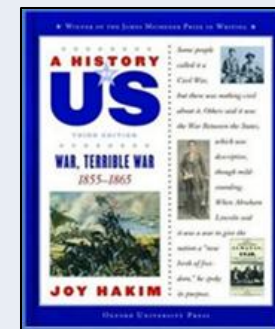
L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1d Recognize and correct inappropriate shifts in verb tense.*

L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).



RL.5.6- Bull Run describes 16 different characters' perspectives about the same event



Use as needed to reference historical events

There are multiple resources linked to the teacher created resource page related to Bull Run.