

# Coming of Age

## Fifth Grade Unit 6



### Unit Planning Team

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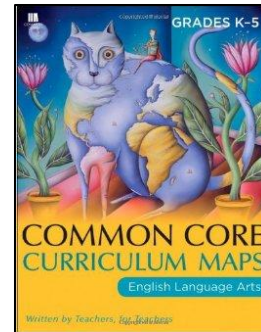


# Coming of Age

**Essential Question**


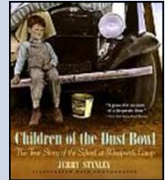
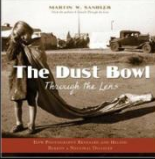
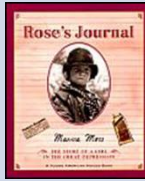
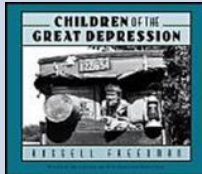
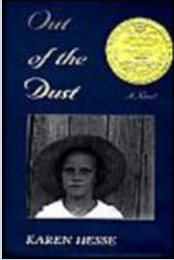
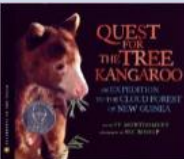

*How do dramatic events influence the people we will become?*

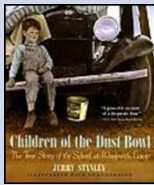
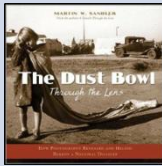

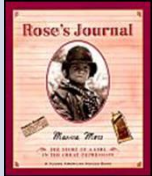
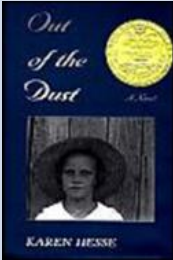


*How do life experiences shape our journey from childhood into adolescence?*



# Coming of Age Novels

Texts Option 1	Texts Option 2	Texts Option 3
Whole class read one text	Literature Circles using two text	Literature Circles using any combination of available texts
 <p data-bbox="253 933 401 972">29 copies</p>	  <p data-bbox="803 1190 948 1229">15 copies</p>	     <p data-bbox="1418 1001 1624 1039">5 copies each</p>  

Week	Standards	Activities Options	Text Options
1	<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> 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.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p style="text-align: center;"><b>Social Studies Standards</b></p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p><b>E.6.5.2</b> Examine roles of early financial institutions on the economy of the United States</p> <p><b>E.6.5.3</b> Explain ways state and federal governments pay for the goods and services they provide</p> <p><b>E.6.5.4</b> Discuss effects of unemployment, inflation, and price stability on the economy of the United States through the Revolutionary period</p> <p><b>E.6.5.5</b> Evaluate effects of war and conflict on communities from the colonial period to the early 1800's using economic factors</p> <p><b>E.7.5.1</b> Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)</p> <p><b>E.7.5.2</b> Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, increase wealth, quality of life)</p> <p><b>G.11.5.2</b> Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)</p>	<p>Introduce the Great Depression and economics terms.</p> <p>See Teacher Created Resources for links to documents.</p> <p><b>Writing ideas for the first two weeks:</b></p> <p>What was the hardest aspect of life for children during the dust bowl?</p> <p>If your family lived in the dust bowl, would you have stayed or would you have moved west?</p> <p>After reading <i>Out of the Dust</i>, did Karen Hesse accurately portray life in the dust bowl?</p> <p>Have students write newspaper articles telling about particular aspects of the depression.</p>	<p>Online Resources: Biography of Eleanor Roosevelt</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">3rd Unit 3</div>         <p>Letters from Dust Bowl Children to E. Roosevelt</p>

Week	Standards	Activities Options	Text Options
2	<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p style="text-align: center;"><b>Social Studies Standards</b></p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p><b>E.6.5.2</b> Examine roles of early financial institutions on the economy of the United States</p> <p><b>E.6.5.3</b> Explain ways state and federal governments pay for the goods and services they provide</p> <p><b>E.6.5.4</b> Discuss effects of unemployment, inflation, and price stability on the economy of the United States through the Revolutionary period</p> <p><b>E.6.5.5</b> Evaluate effects of war and conflict on communities from the colonial period to the early 1800's using economic factors</p> <p><b>E.7.5.1</b> Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)</p> <p><b>E.7.5.2</b> Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, increase wealth, quality of life)</p> <p><b>G.11.5.2</b> Analyze cooperation within communities during and after natural and human-made disasters(e.g., disease, famine, weather phenomena, war)</p>	<p>Introduce the Great Depression and economics terms.</p> <p>See Teacher Created Resources for links to documents.</p> <p><b>Writing ideas for the first two weeks:</b></p> <p>What was the hardest aspect of life for children during the dust bowl?</p> <p>If your family lived in the dust bowl, would you have stayed or would you have moved west?</p> <p>After reading <i>Out of the Dust</i>, did Karen Hesse accurately portray life in the dust bowl?</p> <p>Have students write newspaper articles telling about particular aspects of the depression.</p>	<p>Online Resources: Biography of Eleanor Roosevelt</p>        <p>Letters from Dust Bowl Children to E. Roosevelt</p>

Week	Standards	Activities Options	Texts Options
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3

**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.

4

**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.

5

**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.

6

**Social Studies Standards**

**E.6.5.3** Explain ways state and federal governments pay for the goods and services they provide

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

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

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

**Writing:** Choose a character we read about this year and explain their coming of age.

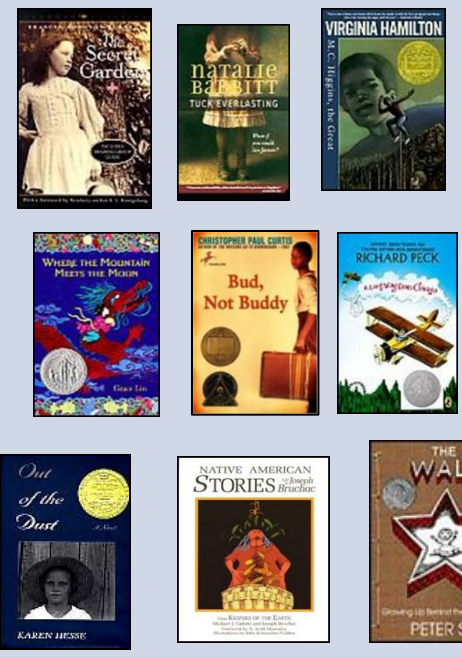
Compare and contrast the main character from the book you read to another character we read about this year.

Choose a character, identify a character trait, and write about this trait including evidence to support the trait you have identified.

**Bud, Not Buddy**

Write to tell of Bud's experiences while living with Mr. and Mrs. Amos, but tell the story from Toddy's point of view.

Literature Circles using any combination of available texts.  
Whole class read aloud with one of the texts would also be a possibility with one of the chapter books.



# Backward Unit Planning 1.0

