

America in Conflict

5th Grade Unit 4



Planning Team

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Shannon Resor, Tracey Holman

Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

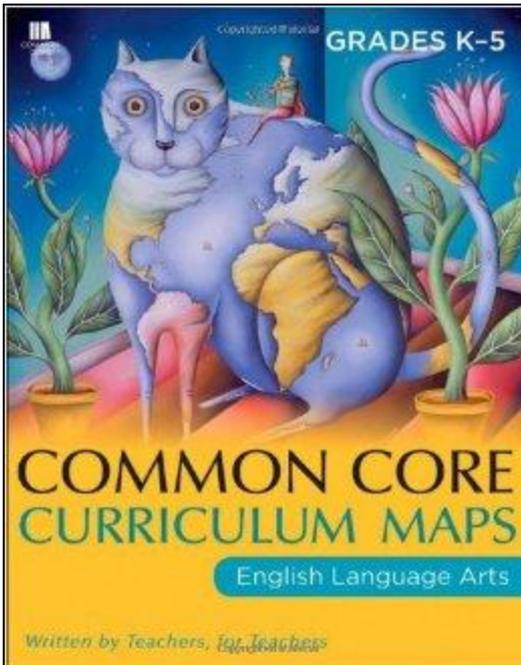
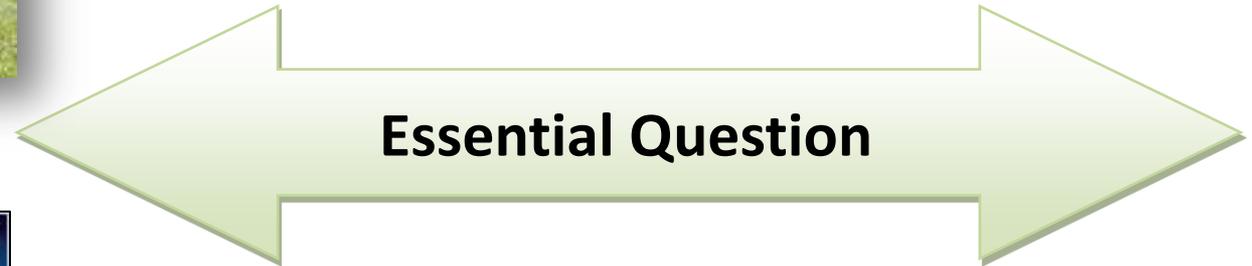
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



America in Conflict



How are fictionalized characters and real people changed through conflict.

How does point of view influence your opinion?

Week **Standards**

• Texts

1

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.5.7 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).

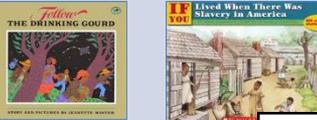
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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.



Borrowed from 2nd Grade, Unit 4



15 copies

- History Channel Clips on Slavery

2

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

RI.5.8

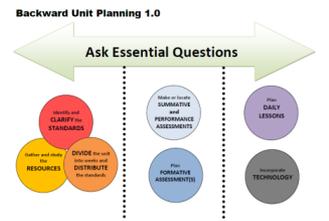
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

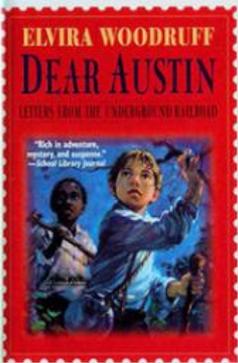
- b. Apply grade 5 Reading standards to informational texts
 - L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

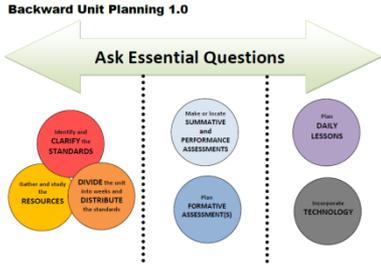


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DIVIDE the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
3 & 4	<p>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.</p> <p>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.</p> <p>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</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p><u>Add Week 5</u></p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Texts  <p>“Goober Peas” “<i>The New Colossus</i>” “<i>The Eagle</i>”</p> 



DIVIDE the unit into weeks and **DISTRIBUTE** the standards

Be sure to revisit the essential questions at the end of week 8:
How are fictionalized characters and real people changed through conflict?
How does point of view influence your opinion?

Week	Standards
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5

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.

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).

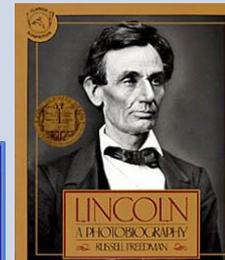
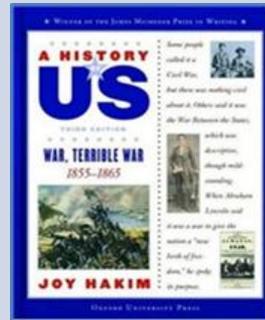
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
 RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

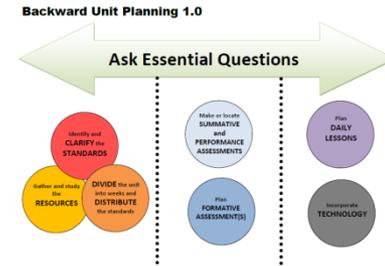
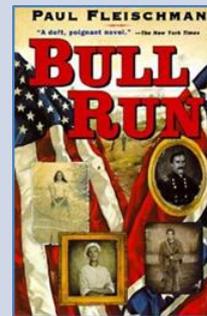
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Texts

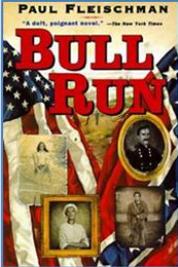
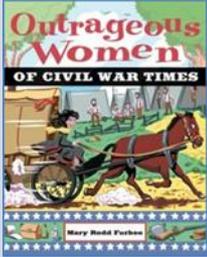
History Channel Clips
 Shiloh Museum
 Experience Box
 Rogers Historical
 Museum Discovery Box



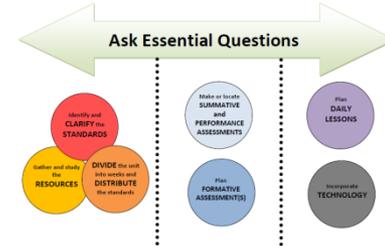
1st Grade,
 Unit 5



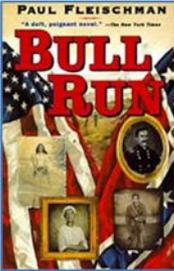
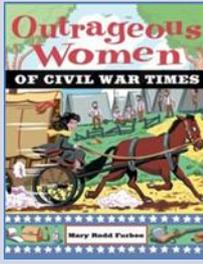
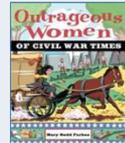
DIVIDE the unit
 into weeks and
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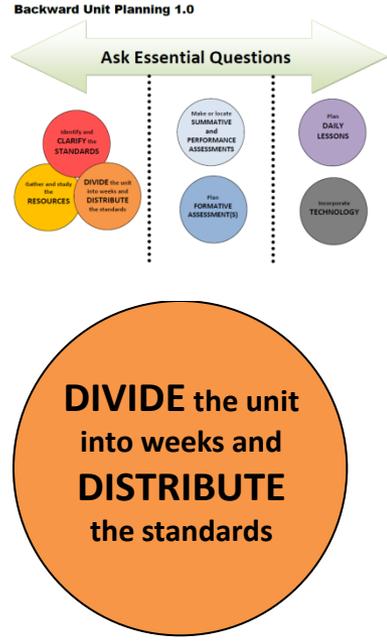
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Backward Unit Planning 1.0



DIVIDE the unit
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Week	Standards	Texts
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8	<p>RL.5.6</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>SL.5.4</p> <p>SL.5.5</p> <p>SL.5.6</p>	 



Be sure to revisit the essential questions at the end of week 8:

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How does point of view influence your opinion?

Week	Standards	Essential Questions
1		
2		
3		
4		
5		
6		
7		
8		<p>How are fictionalized characters and real people changed through conflict?</p> <p>How does point of view influence your opinion?</p>

Journal Entries

From *Henry's Freedom Box*:

- First day at the tobacco factory
- My wife and children were sold
- Experience in the box
- How it felt to be “opened” in Pennsylvania

From *Moses: How Harriet Tubman Led Her People to Freedom*

- First day running away
- Why go back to get family

General Ideas for Journal Entries

- A Civil War Soldier's journal (Both from the North and the South)
- Younger brother or sister of a soldier gone to war
- A parent whose son or daughter has gone to war

Week Two *Research Simulation* Idea

Compare how John Brown is portrayed in the excerpts from *The Abolitionist Movement*, *War, Terrible War*, and the video clip. Support your essay with information from all three sources.

Pages 33-35 from Abolitionist Movement

Pages 54-top of 57 from War, Terrible War

[YouTube Video](#)

