

# America in Conflict

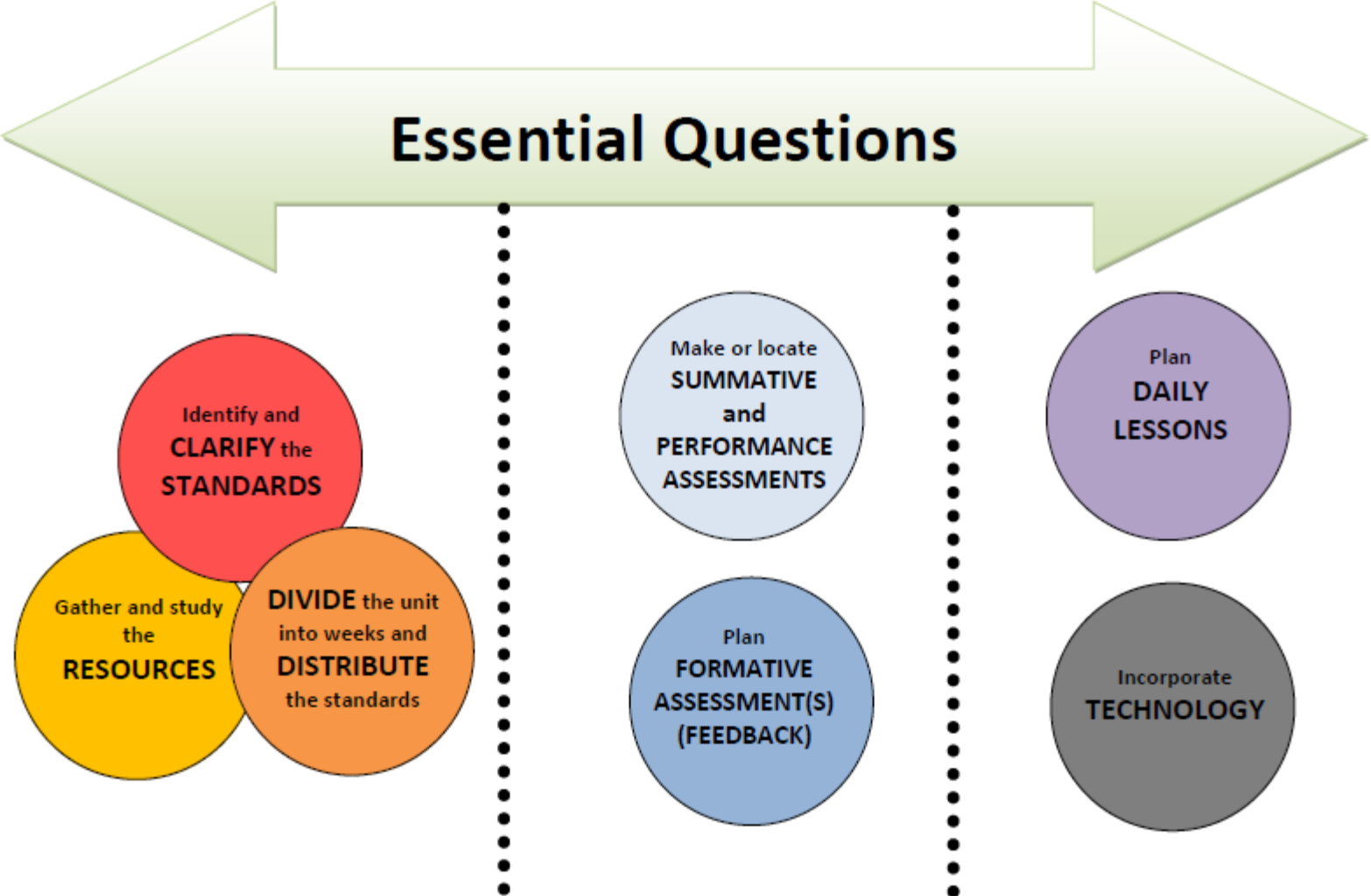
## 5<sup>th</sup> Grade Unit 4



### **Planning Team**

Jennifer Bradshaw, Tracy Craft, Renee Simpson  
Shannon Resor, Tracey Holman

# Essential Questions



Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

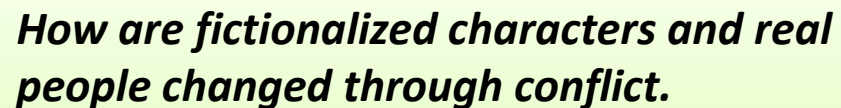
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
(**FEEDBACK**)

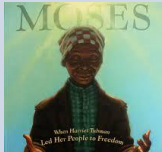
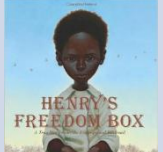
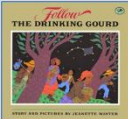
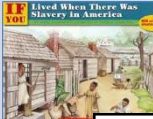
Plan  
**DAILY**  
**LESSONS**

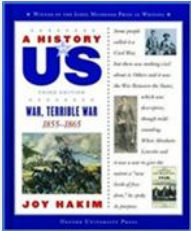
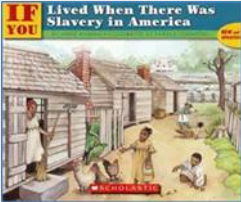
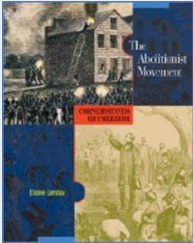

Incorporate  
**TECHNOLOGY**

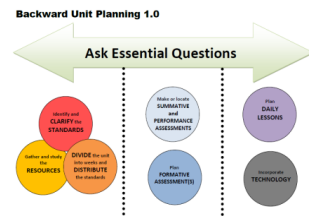


***How does point of view influence your opinion?***

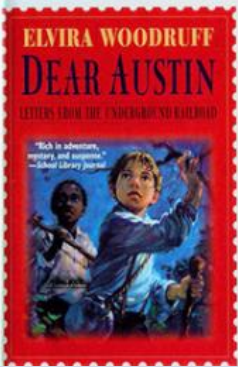

Week	Standards	• Texts
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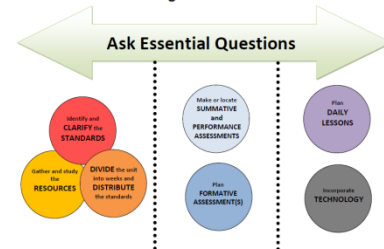
1	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>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.</p> <p>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).</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<div>   </div> <div>Borrowed from 2<sup>nd</sup> Grade, Unit 4</div> <div>   </div> <div>15 copies</div> <ul style="list-style-type: none"> <li>History Channel Clips on Slavery</li> </ul>
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2	<p>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.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7</p> <p>RI.5.8</p> <p>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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>b. Apply grade 5 Reading standards to informational texts           <ul style="list-style-type: none"> <li>L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul> </li> </ul>	<div>   </div> <div>15 copies</div> <div>   </div>
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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>	<p>• Texts</p>  <p>“Goober Peas”  “The New Colossus”  “The Eagle”</p> 

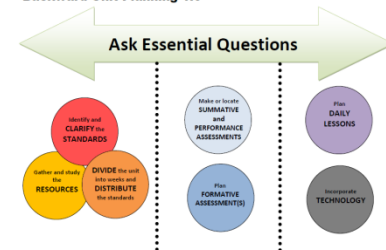


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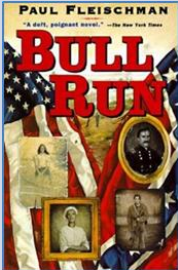
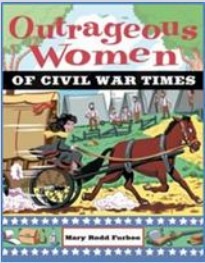
Be sure to revisit the essential questions at the end of week 8:

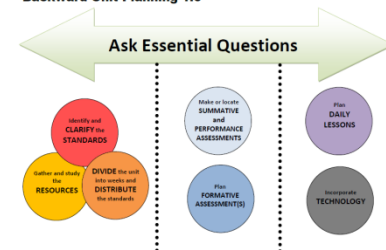
***How are fictionalized characters and real people changed through conflict?***  
***How does point of view influence your opinion?***

Week	Standards	Texts
5	<p>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.</p> <p>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.</p> <p>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).</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.5.5 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> <p>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.</p>	<p>History Channel Clips Shiloh Museum Experience Box Rogers Historical Museum Discovery Box</p>  <p>1<sup>st</sup> Grade, Unit 5</p>


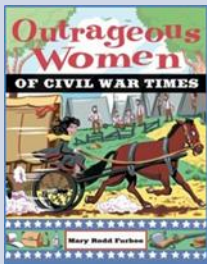

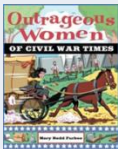


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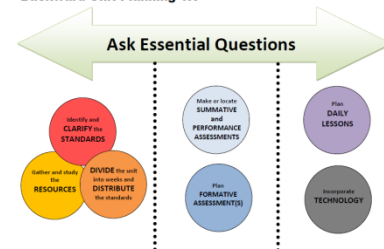
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6	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.4 Determine the 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.5.5 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>	<p>• Texts</p> <p>“Goober Peas”  “The New Colossus”  “The Eagle”</p>  



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Week	Standards		• Texts
7	<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.5.3 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).</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.5.6 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.</p>		 
8	RL.5.6 W.5.4 W.5.5 W.5.6	SL.5.4 SL.5.5 SL.5.6	 

#### Backward Unit Planning 1.0



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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	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](#)

