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| **Unit Information** |
| **Unit Theme: Unit 2****Doing the Right Thing** |  | **Grade****Level:** | **5** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **About Six Weeks** |
| **Developers:** | **Lisa Bendel, Carl Green, Jane Jolly, Colleen Malena, Angela McCracken** |

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| **What’s The Big Idea (s)?** |
| 1. Major conflicts, battles, and wars affected the development of our nation.
2. Determine two or more main ideas and key details to prove how conflicts, battles, and wars affected development of our country.
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| **Essential Questions** |
| 1. How did battles, wars, and conflicts affect our nation’s development?
2. How does the text prove that conflicts, battles, and wars affected the development of our country?
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| **Priority Standards** | **Supporting Standards** |
| **5.H.1.3** – **Analyze** the impact of major conflicts, battles, and wars on the development of our nation through Reconstruction**RI.5.2** – **Determine** two or more main ideas of the text and **explain** how they are supported by key details; **summarize** the text**RI.5.8** – **Explain** how the author uses reasons and evidence to **support** particular points in the text, **identifying** which reasons and evidence support which points**W.5.2** – **Write** informative/explanatory texts to examine a topic and **convey** ideas and information clearly  | **5.H.2.3** – **Compare** the roles of women and minorities on American society from Pre-Colonial to Reconstruction**5.C&G.2.4** – **Explain** why civic participation is important in the United States**RI.5.1** – **Quote** accurately from the text when **explaining** what the text says explicitly and when drawing **inferences** from the text **L.5.4c** – **Consult** reference materials (e.g. Dictionaries, glossaries, thesauruses) both print and digital to find the pronunciation and **determine** the precise meaning of key words and phrases.**RI.5.4** – **Determine** the meaning of general academic and domain-specific words and phrases in the text relevant to a grade five topic or subject area.**L.5.4a** – **Use** **context** (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or a phrase**W.5.2a** – **Introduce** a topic clearly, provide a general **observation** and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multi-media when useful to aiding comprehension**W.5.2d** – Use precise language and domain-specific vocabulary to inform about or explain the topic |
| **Possible Minilessons Statements** |
| 1. *Writing – Sample expository lesson*
2. *Reading – Finding evidence to support a main idea*
3. *Reading – Compare and contrast using venn diagrams*
4. *Social Studies - War*
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| **Possible I Can Statements** |
| \* I can **explain** how major conflicts, battles, and wars affected the development of our country.\* I can **determine** two or more main ideas and key details; **summarize** the text.\* I can **explain** how an author supports his points with reasons and evidence.\* I can effectively **write** an informative piece to **examine** a topic and **convey** information clearly. |
| **Problem-Based / Hands-On Learning Activities** |
| 1. [www.kidsandhistory.net/paulvm/\_welcome.html](http://www.kidsandhistory.net/paulvm/_welcome.html)

 Read and complete sequence of events chart1. Timliner program to create a timeline of Paul Revere’s Ride including events leading up to and after and the Civil War
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| **Essential Vocabulary** |
| “Hold the Flag High” canteenConfederacygloryquarrelrebellionstallionUnionregimentslaverybayonetFort WagnerCivil Warartilleryfort/fortresstroopsCharleston BayAbraham Lincolnconflictbattlewar |  | “The Midnight Ride of Paul Revere”fatefearlessglimmerlingersmagnifiedsombersteedBritishbelfrymooringsmastbarrackencampmentsomberRevolutionary WarcoloniesRedcoatsMusketPaul RevereGeorge Washington | Academic Vocabularyquoteevidencecomparecontrastsummarizeinfersequenceexpository writinganalyze |
| **Resources** |
| 1. Scott Foresman (Pearson) Reading Street Reading Series (Unit 2)
2. Reading Street Leveled Readers (Pearson)
3. [www.civilwar.org/education](http://www.civilwar.org/education)
4. [www.history.com/interactives/civil-war-150#/wiki](http://www.history.com/interactives/civil-war-150#/wiki)
5. [www.kidsandhistory.net/paulvm/\_welcome.html](http://www.kidsandhistory.net/paulvm/_welcome.html)
6. [www.paulreverehouse.org](http://www.paulreverehouse.org)
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| **Achievement Targets- Assessment****What are the tasks implied by the verbs in the standards? What will the student be able to do?** |
| **Diagnostic** | **Informal** | **Formal** |
|  | ObservationsQARSmall GroupConferencingClass DiscussionClassroom ParticipationLevel of EngagementChecklists | Pre-Assessment1. How did the Civil War affect the South? North?
2. How did the Revolutionary War affect the 13 Original Colonies?
3. Write an expository piece on how war has affected our country

Post-Assessment1. On p. 219 in your Reading Street book, read the first paragraph and discuss why the Battle of Fort Wagner was a kind of victory for the 54th Regiment even though the Confederacy won.
2. Use the leveled reader, Paul Revere’s Ride to write an expository piece about Paul Revere’s life.
3. Based on the facts you have learned, use a venn diagram to compare and contrast the effects the Civil War and Revolutionary War had on our country. Use a minimum of three statements in each category.

Reading Street Weekly TestsReading Street Benchmark Unit Test |