

Integrated Thematic Unit: Grade 5 – Theme 3: Voices of the Revolution

Based on Houghton Mifflin Reading Themes and Connected to Art Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept:

American history reflects an ongoing pursuit of Freedom

Cross-Curricular Goals (Content Standards):

HSS 5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

HSS 5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

- Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings
- Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
- Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

HM Reading Comprehension Skill/Cognitive Tasks:

- Author's Viewpoint T.E. pg. 285A
- Cause and Effect T.E. pg. 309A
- Following Directions T.E. pg 333A

HM Writing Workshop:

- Narrative: A Story T.E. pg. 286-289G

Summary:

The theme "That's Amazing!" explores the human experience through various cultural lenses. Emphasis is placed on the mysterious and amazing events that life presents as we least expect. Art and illustration are used to set the tone and wonderment of these very different fantasies. The extension menu offers students engaging activities in fantasy through language and art.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this theme unit.

Integrated Thematic Unit: Grade 5 - Theme 3: Voices of the Revolution

<p>Essential Understandings:</p> <p>___ Two sides to every story</p> <p>___ A price for freedom</p> <p>___ A natural drive for freedom</p>	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What is freedom?2. Why do people pursue freedom?3. When is war acceptable?4. What is an enemy?5. Is it possible to have two opposing viewpoints that are both correct?
<p>Students will know:</p> <ul style="list-style-type: none">• Causes of the revolution• Major battles of the Revolution• Hardships due to war• Motivations for each side• How to determine the Author's viewpoint• Identify causes and effect in fiction• Where to find information in a set of directions• How to follow a set of directions	<p>Students will be able to:</p> <ul style="list-style-type: none">• Write a set of directions and follow a set of directions• Identify cause and effect related to the American Revolution• Identify an Author's Viewpoint

Stage 2 - Assessment Evidence for Universal Access

HM THEME:

- ___ SCOE Test **OR**
 ___ Houghton Mifflin Theme Skills Test

ANTHOLOGY SELECTIONS:

___ Selection Tests (Teachers' Resource Blackline Masters)	___ Reading Response Journals
___ "Think About the Selection" pg 280 304 328	___ Menu Activities
___ Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book: OR • Skill Performance Task (TE Teachers' Resource Tab) Suggested Activities: R9 – Listening/Speaking R11 – Make a Poster: Science Topic R13 – Writing Directions	___ Daily Log
	___ Other

Summative Performance Task: Based on Essential Understandings

- ___ Writing to Inform **OR**
 ___ Presenting to Inform
Suggested Prompt Debate (small group):
 Pick a controversial issue that affects people's rights/freedoms. Gather facts and prepare a debate looking at both sides of the issue. Follow correct debate format.

Key Criteria:

- ___ Criteria Cards for each product
 ___ Assessment Cards for each product on Extension Menu (see page 8)
 ___ Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- ___ Daily Log of Extension Work and Reading Log
 ___ Self Evaluation Checklist
 ___ Task commitment and engagement when working independently
 ___ Peer Reviews

Stage 3 - Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation

 - Input

 - Guided oral Practice

Teach the Theme – 3-5 Days *per Selection*:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation

 - Input

 - Guided oral Practice

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation:

- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** HM Theme Assessment Test

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach, and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

Theme 5-3:Voices of the Revolution ~ Extension Menu

Name _____ Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe
Social Studies Text, Reflections: Unit 4, may be used as a resource throughout this Extension Menu

<p>1. <u>Oral Presentation: Poem</u></p> <p>Memorize and Recite at least 1/3 of <i>Paul Revere's Ride</i> (S.S. Text: <i>Reflections</i> pg. 314-317)</p> <ul style="list-style-type: none"> • Include a color illustration depicting Paul Revere's Ride • Explain why this is an important event in American History • Practice your presentation several times before presenting to the class 	<p>2. <u>Game</u></p> <p>Make/create a simple game based on the Revolutionary War.</p> <ul style="list-style-type: none"> • Include at least 20 questions • Questions/answers must deal with events learned in HM • Use/list at least 3 sources to create questions • Some questions focus on the causes/effects of the war or aspects of the war 	<p>3. <u>Oral Report & Presentation</u></p> <ul style="list-style-type: none"> • Research The Stamp Act, The Townshend Act, OR The Boston Tea Party (Reflections pg. 330-337) • Use note cards to organize your information • Includes the effect of the event/action you are reporting on • Presentation must be between 3-7 minutes long
<p>4. <u>Political Cartoon</u></p> <p>Review pgs, 470 - 471 in your 5th grade Social Studies textbook, <i>Reflections</i>.</p> <p>Create a political cartoon that expresses a point of view regarding a problem at school or in the community OR that focuses on some aspect of the Revolutionary War</p> <ul style="list-style-type: none"> • Your cartoon must include symbols that represent something (<i>i.e.</i> dove = peace) • Includes a caption explaining its meaning • Share and explain your cartoon with at least two other classmates. 	<p>5. <u>Poem/Quote</u></p> <p style="text-align: center;">“I know not what course others may take, but as for me, give me liberty or give me death!”</p> <p style="text-align: center;">Patrick Henry</p>	<p>6. <u>Illustrated Booklet</u></p> <p>Create an illustrated booklet that describes the life of a soldier during the Revolutionary War.</p> <ul style="list-style-type: none"> • Includes at least 3 main events of the Revolutionary War • Explains/describes the hardships a soldier might have faced • Explains/describes the triumphs or glory a soldier may have experienced • Describes, from the soldier's perspective, why they are fighting in the war
<p>7. <u>Timeline</u></p> <p>Draw a timeline for the revolutionary War, including events leading up to the war.</p> <ul style="list-style-type: none"> • Include two stories from H.M. • Use the Social Studies book for additional events • Each event includes key points • Each event includes a detailed illustration. 	<p>8. <u>Journal</u></p> <p>Write a journal entry from the perspective of a soldier during the Revolutionary War.</p> <ul style="list-style-type: none"> • Discuss the hardships you have faced • Describe why you are fighting this war (Is it important to you? If so, why?) • Describe a specific historical event or battle that you recently experienced 	<p>9. <u>Collage</u></p> <p>Create a collage about freedom.</p> <ul style="list-style-type: none"> • Include at least 10 symbols/images that represent aspects of freedom • Symbolize freedom from two different perspectives (what freedom means to you vs. James Forten from HM story) • Collage divided in half: your perspective on right side, James Forten's on the left • Share your collage with a group of students –and the teacher—and explain how the images you used represent freedom. OR, write a paragraph explaining the same thing.

Matching Assessments for Extension Menu

<p>1. Oral Presentation: Poem</p> <p>___ Follows Oral Report/Presentation Criteria Card</p> <p>___ Memorizes and Recites at least 1/3 of <i>Paul Revere's Ride</i> (S.S. Text: <i>Reflections</i> pg. 314-317)</p> <p>___ Includes a color illustration depicting Paul Revere's Ride</p> <p>___ Explains why this is an important event in American History</p> <p>___ Presentation to the class is very good, appears to be well practiced</p> <p>Total: ___</p>	<p>2. Game</p> <p>___ Follows Game Criteria Card</p> <p>___ Includes at least 20 questions</p> <p>___ Some Questions/Answers derived from HM reading</p> <p>___ List at least 3 sources used in creating your game</p> <p>___ Some questions focus on the causes and effects of the war.</p> <p>Total: ___</p>	<p>3. Oral Report/Presentation</p> <p>___ Follows Oral Report Criteria Card</p> <p>___ Researched topic using S.S. text</p> <p>___ Note cards used to organize your information</p> <p>___ Clearly includes the <i>effect(s)</i> of what you are reporting on</p> <p>___ Practiced and polished presentation is 3-7 minutes in length</p> <p>Total: ___</p>
<p>4. Political Cartoon</p> <p>___ Follows Cartoon Criteria Card</p> <p>___ Includes a caption explaining its meaning</p> <p>___ Clearly expresses a point of view</p> <p>___ Uses symbols to convey meaning</p> <p>___ Shared/explained to at least two classmates</p> <p>Total: ___</p>	<p>5. Poem/ Quote</p> <p>___ Copied poem/quote neatly</p> <p>___ Poem/quote recited with expression from memory</p> <p>___ Explains the meaning or theme of the poem</p> <p>___ Illustration matches content of the poem</p> <p>___ No spelling errors</p> <p>Total: ___</p>	<p>6. Illustrated Booklet</p> <p>___ Follows Booklet Criteria Card</p> <p>___ Includes at least 3 main events from the Revolutionary War</p> <p>___ Describes at least one hardship a soldier may have faced</p> <p>___ Describes the triumphs or glory a soldier may have experienced</p> <p>___ Describes, from the soldier's perspective, why they are fighting in the war</p> <p>Total: ___</p>
<p>7. Timeline</p> <p>___ Follows Timeline Criteria Card</p> <p>___ Has 10 or more events</p> <p>___ Has events from 2 stories</p> <p>___ Each event includes 2+ key points</p> <p>___ Each event includes a detailed illustration</p> <p>Total: ___</p>	<p>8. Journal</p> <p>Follows Journal Criteria Card</p> <p>___ Written from a soldier's perspective</p> <p>___ Discusses hardships faced</p> <p>___ Describes why fighting</p> <p>___ Describe a specific historical event or battle that you recently experienced</p> <p>Total: ___</p>	<p>9. Collage</p> <p>___ Follows Collage Criteria Card</p> <p>___ Includes at least 10 symbols/images</p> <p>___ Collage divided in half</p> <p>___ Symbolizes freedom from 2 perspectives: student's and Forten's</p> <p>___ Share/explain OR write paragraph</p> <p>Total: ___</p>

Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products

Product # _____ points earned

Product # _____ points earned

Product # _____ points earned

TOTAL _____ **points earned**

Thematic Matrix: Grade 5 Theme 3: Voices of the Revolution

Essential Questions:

1. What is freedom and why do people pursue it?
2. When is war acceptable? What is an enemy?
3. Is it possible to have two opposing view points that are both correct?

HM Selection	Context; Setting	Concept of Freedom	Positive and negative actions of the enemy	Price of Freedom
<i>And Then What Happened Paul Revere?</i>				
<i>Katie's Trunk</i>				
<i>James Forten</i>				

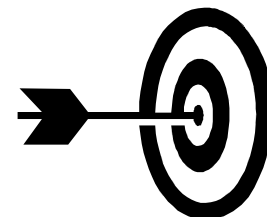
Enduring Understanding:

Name _____

Due Date _____

HM Theme 5-3: *Voices of the Revolution*

American history reflects an ongoing pursuit of Freedom



California History – Social Science Content Standards:

- 5.5.1** Understand how political, religious, and economic ideas and interests brought about the Revolution (*e.g.*, resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
- 5.4.6** Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
- Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings
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 - Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Two sides to every story 2. A price for freedom 3. A natural drive for freedom 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is freedom? 2. Why do people pursue freedom? 3. When is war acceptable? 4. What is an enemy? 5. Is it possible to have two opposing viewpoints that are both correct?
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