

Unit Name: Learning Perspective through Culture and Exploration

Unit Description: This unit focuses on deepening students understanding of perspective, and how to look at events/texts from both sides of the story. Perspective is a key concept for fifth graders. We want to build on their prior experience identifying “who’s telling the story” to thinking critically about what that means and how that affects the content. A particular focus is to identify the perspective or viewpoint that is missing from an event/text and be able to infer it. Students will examine what we learn from characters’ and peoples’ experiences as they explore the world around them. We will develop an awareness of how someone’s perspective and background can affect their view of events and people.

Length: 5-6 weeks

<p>Enduring Understandings</p>	<p>Students will be able to view things from different perspectives, both subjective and objective. To understand peoples’ actions, opinions and decisions, one must identify all sides of the story and interpret which point of view is being represented. People’s cultural background can influence their perspective on events, people, interactions, and decisions. Students will begin to see the connections between missing perspectives and the prevalence of a dominant viewpoint.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ Who is telling the story (perspective/point of view)? ▪ Why is it important to identify whose point of view a story is being told from? ▪ How does cultural background influence decisions? ▪ How does knowledge of culture help us understand the world?
<p>Common Core Reading & Writing Standards</p>	<p>Primary: CC.5.R.L.1 & CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.5.R.L.6 Craft and Structure: Describe how a narrator’s or speaker’s point of view influences how events are described. CC.5.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in</p> <p>Secondary: CC.5.R.L.3 Key Ideas and Details: 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). CC.5.R.I.3 Key Ideas and Details: 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. CC.5.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by</p>

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	<p>making comments that contribute to the discussion and elaborate on the remarks of others.</p>
<p>Assessments (D) Diagnostic (F) Formative (S) Summative</p>	<p>Diagnostic: anticipation guide</p> <p>Formative: Exit slips, response journal entries.</p> <p>Summative (reading): End of unit performance task: Students will write an opinion piece on whether Columbus was a villain or a hero, using text evidence from the unit's readings as well as their own ideas.</p> <p>Writing (narrative): Students will write a short personal narrative about a time when their perspective on something changed.</p>
<p>Texts/Resources</p>	<p>Literature: <i>Frindle [first 10 days, intro to perspective]</i> <i>The Enemy: A Book About Peace</i>, by Davide Cali and Serge Bloch <i>Cheyenne Again</i>, by Eve Bunting Visionary Bungler (Columbus story from The Cartoon History of the Modern World, Vol 1, by Larry Gonick <i>Encounter</i>, by Jane Yolen</p> <p>Informational: Animaniacs' Magellan song/video [youtube] Jeffrey Wright's Marco Polo book/video [history channel online] selections from Our Nation [social studies basal] Who Was Ferdinand Magellan? Who Was Marco Polo? Kids During the Age of Exploration Ducksters' biographies of various explorers (http://www.ducksters.com/biography/) Erik the Red and the World's Largest Island http://www.readworks.org/sites/default/files/passages/840_north_america_erik_the_red_and_the_worlds_largest_island.pdf</p> <p>Visuals: pre-Columbus world maps covered globes</p>
<p>Learning Activities</p>	<p>pre-unit: First 10 days of reading</p> <p style="text-align: center;">Week 1 (9/18-9/19)</p> <p>Reading Objective: Students will be able to define perspective as a person's point of view based on their thoughts, beliefs, opinions.</p> <p>Minilesson: Good readers understand what perspective is (a person's point of view based on their 1) thoughts, beliefs, opinions, or 2) actions, etc.).</p> <p style="text-align: center;">Week 2 (9/22-9/26) Cheyenne Again & Marco Polo</p> <p>Reading Objective: Students will be able to distinguish between different perspectives and compare/contrast them.</p>

Minilesson: Good readers understand how peoples' cultural backgrounds influence their perspectives.

Minilesson: Good readers distinguish between different characters'/peoples' points of view and explain how they are different.

Minilesson: Good readers make connections between characters'/peoples' perspectives and their motivation (why they are different.)

Writing Objective: Students will begin brainstorming ideas for their personal narratives.

Minilesson: Introducing the narrative focus: turning point argument, how your view on someone changed

Minilesson: Good writers brainstorm, generating several potential ideas, then choosing the best one to expand on.

Week 3 (9/29-10/3) Magellan video & Ducksters bios

Reading Objective: Students will be able to examine the author's word choices and judge positive and negative implications within the text.

Minilesson: Good readers use context clues to determine positive or negative implications of words.

Minilesson: Good readers determine whether a story is being told from a positive or negative perspective.

Minilesson: Good readers distinguish between objective and subjective perspectives/texts.

Writing Objective: Students will work on drafting their narratives.

Minilesson: Getting inside the skin of the narrator (YOUR perspective as main character).

Minilesson: What is this story really about? The other person's perspective: what happened between the two of you.

Week 4 (10/6-10/10) Encounter & Cartoon History & SS textbook of Columbus

Reading Objective: Students will think about the intended purpose for a text based on the perspective it's written from.

Minilesson: Good readers analyze the author's purpose in writing a particular text.

Minilesson: Good readers make connections between the author's purpose and the perspective of a text. [This text was intended to x, this perspective supports that purpose because x.]

Minilesson: Good readers evaluate the reason for a text to be written from a certain perspective: what message can we infer from that choice?

Writing Objective: Students will draft, revise and edit their narratives.

Minilesson: Using peer commentary and revision as an opportunity to strengthen our pieces.

Minilesson: The differences between revising and editing in the writing process. [Revision ARMS: add, remove, move, substitute. Editing CUPS: capitalization, usage, punctuation, spelling.]

Week 5 (Monday off, 10/14-17)

Reading Objective: Students will be able to determine the dominant perspective of a given text—based on their knowledge of point of view, subjective & objective descriptions, and positive and negative implications of word choice.

Minilesson: Good readers determine whose perspective is missing in a text.

Minilesson: Good readers determine the dominant perspective of a text.

Minilesson: Good readers evaluate the purpose of a text based on the dominant perspective it represents. [what are the beliefs of the dominant perspective/culture. what does that say about those not represented.]

Writing Objective: Students will revise and edit their narratives.

Minilesson: Looking at our piece through fresh ideas. Revising main purpose: what's extraneous here? What needs to be added?

Week 6 (10/20-10/24)

Reading Objective: Students will be able to compare two different perspectives of the same event to determine their own point of view.

Minilesson: Good readers examine characters' actions (what they do) / motivations (why they do it) for positive or negative implications. [Contrast/compare between actions & motivation—even if motivation is good, action to get it might be bad. (HW: nick or granger motivation vs action positive or negative)]

Minilesson: Good readers evaluate both sides of a story. [what if the other person wrote the story]

SUMMATIVE ASSESSMENT: Good readers judge both sides of the story and form their own perspective on a story or historical event. [State opinion and back up with three pieces of text evidence.]

Writing Objective: Students will publish their narratives.

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	<p>Minilesson: Collating our drafts, revisions and edits into one final polished piece.</p> <p>Minilesson: Publishing celebration: supporting other authors in our community.</p>
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