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| Unit Author | | | |
| First and Last Name | | | Sonja Yoder |
| School District | | | East Lynne School |
| School Name | | | East Lynne School |
| School City, State | | | East Lynne, Missouri |
| Unit Overview | | | |
| Unit Title | | | |
| Back to the Future; Your Choices Matter. | | | |
| Unit Summary | | | |
| Using the American Revolution as a spring board students will investigate the cause and effect relationships surrounding this time and the effects that it had on that time period as well as present day. Students will tie in the essential question***, How do the choices you make affect yourself and others?*** & discuss and write about how the choices we make today have an impact on our lives. | | | |
| Subject Area | | | |
| English Language Arts | | | |
| Grade Level | | | |
| 5th and 6th grade | | | |
| Approximate Time Needed | | | |
| 24 class sessions - 40 minute classes | | | |
| Unit Foundation | | | |
| Habits of Learning Taxonomy | | | |
| **Knowledge**: Recall data or information. | | | |
| **Comprehension**: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words. | | | |
| [**Application**](http://www.nwlink.com/~donclark/hrd/bloom.html)**:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. | | | |
| **Analysis**: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. | | | |
| **Synthesis**: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. | | | |
| **Evaluation**: Make judgments about the value of ideas or materials. | | | |
|  | Essential Question | 1. How do the choices you make affect yourself and others? | |
|  | Unit  Questions | 1. What were the effects of the American Revolution?  2. Were the events that led to gaining our independence worth the effects of the American Revolution?  3. How would your life be different today if we had not won our independence? | |
|  | Content  Questions | 1. What is the text structure and pattern used to find cause and effect relationships within a text?  2. How can we show cause and effect relationships in a graphic organizer?  3. What were the series of events that led up to the Revolutionary War?  5. How do you pull essential information from nonfiction informational texts?  6. How do I narrow my research topic?  7. What steps do you take to organize research?  8. What are the components of research report? | |

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| Assessment Plan | | | |
| Assessment Timeline | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Before project work begins | | Students work on projects and complete tasks | | After project work is completed | | | * KWHLQ – What do you know about the American Revolution * Classrom Discussion * Preteach vocabulary * Collaborate with Social Studies teacher to align the time this unit is taught |  | * Exit tickets * Graphic organizers * Question templates * Analyze timelines * King M& M activity * Journal response * Outline Scaffold |  | * Create an outline for research report * Complete graphic organizer showing cause and effect relationships | * Research Report on person of the American Revolution * Respond to blog reflective questions on blog * American Revolution Hero Hall of Fame Presentation | | | | |
| Assessment Summary | | | |
| **KWL** – gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Classroom discussion**- gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Preteach vocabulary** - gauge needs  **Exit tickets -** gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Graphic organizers**- monitor progress, provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Question templates-** monitor progress, provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Analyze timelines** - monitor progress, assess thinking and processes, reflect on learning throughout the learning cycle  **King M& M activity -** monitor progress, provide feedback, assess thinking and processes  **Journal response-** gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Outline Scaffold-** gauge needs, monitor progress  **Create an outline for research report-** provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Complete graphic organizer showing cause and effect relationships** provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Research Report on person of the American Revolution** provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **Respond to blog reflective questions on** provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle  **American Revolution Hero Hall of Fame Presentation** provide feedback, assess thinking and processes, reflect on learning throughout the learning cycle | | | |
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| Prerequisite Skills | | | |
| 1. Identify elements of nonficiton and historical fiction 2. Basic knowledge of different levels of questioning and different kinds of questions to ask. 3. General understanding of writing process (brainstorm, prewrite, rough draft, revise (peer edit included) and publish 4. Using a scoring guide to guide assignment and project completion 5. Using pre-reading and notetaking strategies previously taught (“THE” strategy; Keep Some/Delete Some; Fact Fragments) | | | |
| Instructional Procedures | | | |
| |  |  | | --- | --- | | Day One | **Show short clip from Back to the Future (where the decisions of Marty McFly affect his future)… Have a short discussion about how decisions made can have a rippling effect.**  **Review the essential question with students. Use a KWHAQ chart to assess prior knowledge of the American Revolution and to create a list of questions that will be researched. Students will also investigate the major events of the American Revolution by analyzing a historical timeline.**   * Essential Question – Discussion (Inside/Outside Circle discussing scenarios and how the choices made will affect that person and others) * Discussion of historical events and the cause and effect relationships present * Introduce Unit questions – Use KWHAQ to see what students know, what to know about American Revolution. Have students download chart and fill out electronically and keep for end of the study.   [SAMPLE KWHAQ](KWHAQ.docx) | | Day Two-Three | **WebQuest to research info about American Revolution (Jigsaw Activity)**  **(**[**Webquest**](http://syoder.weebly.com/american-revolution-webquest.html)**) Use this link to connect to the webquest**    The webquest tasks will lead students through some of the major events, people and places of the American Revolutionary War. This jigsaw activity will be used to guide students to use strategies for how to determine what is important information, how to record information, pre-reading strategies as well as address the essential and unit questions. Students will be divided into cooperative groups and number off 1-4. Students will then regroup with students who have same number. The webquest contains 13 questions. Number 1s will answer questions 1-4, Number 2s will answer questions 5-7, Number 3s will answer questions 8-10 and number 4s will answer questions 11-13. When students are done researching they will return to their original cooperative group up and share their findings and answers. By the end of sharing time all students will have answers/notes to all 13 questions. (ORGANIZE JIGSAW GROUPS so that students who can handle the harder questions get the last set of questions which are more difficult and have extended reasoning)   * Have class discussion on what strategies students used to help them navigate through the websites. * Have class discussion about any choices made by individuals or groups of people and the effect those choices had on individuals or groups of people.   Before students begin webquest **review** the following pre-reading and note taking strategies that were previously taught.   1. “THE” strategy (Title, Heading. Every first sentence) 2. Keep Some/Delete Some (Looking at text and deciding what can be eliminated and still have the meaning or give information) 3. Fact Fragments;(Reading passages and pulling out important fact fragments and then putting them in your own words) | | Day Four | <http://www.pbs.org/ktca/liberty/chronicle_timeline.html>    To overview the major events of the American Revolution use the above link to see the timeline of events that led up to the American Revolution. Before using the timeline generate a list of what they already KNOW about the American Revolution. Use the links on the timeline to explore the areas that students are not as clear on. (COLLABORATE WITH SOCIAL STUDIES SO THAT STUDENTS HAVE ALREADY COVERED THIS IN SOCIAL STUDIES). Divide students up into pairs and have them click on a link and report back to class:   1. A brief description of event 2. Any critical decisions that were made and how they effected the outcome of the American Revolution   Before closing out discussion have students step back and make connections of how each event (and decisions made) connected to or resulted in another event on the timeline. | | Day Five-Day Seven | Three strategies to find cause and effect relationships – students will read various pieces of literature including information about the American Revolution and draw C/E relationships.  Using the three Cause & Effect strategies ([PDF](file:///C:\Documents%20and%20Settings\Administrator\My%20Documents\cause%20and%20effect.pdf) Pacific Resources for Education and Learning; by Jennifer F. M. Padua) students will read various literature pieces about the American Revolution and work with the cause and effect relationships seen in the text.  Three strategies: PREL, 2008; Williams, Nubla-King, Pollini, Stafford, Garcia & Snyder, 2005).   * asking questions * identifying signal words * using visual representations   **Day four** – Asking questions strategy  Explain the text structures used and how being able to find cause and effect helps the reader. The purpose of cause and effect is so that the reader knows what events happened and the reasons why they happened. When you can figure out when the author is telling about why something happened and what happened (the cause and effect) this helps you understand what you are reading.  Create Anchor chart showing the **asking questions strategy**. Use examples to implement strategy. Include some examples of the American Revolution from the previous research they have done on the webquest. Continue to provide examples, think aloud, and ask anchor questions to help students be able to transfer to larger passages and use this strategy.   1. The strong winds caused the roof to fly off of the house. 2. I had a stomachache because I ate too much food. 3. The window was left open during the heavy rainfall. Therefore, the   bedroom rug was soaked   1. The British placed taxes on goods to help pay for the French and Indian War. As a result, the colonists were unhappy and refused to pay the tax   **Day Five - Strategy**  Cause and effect signal words:   |  |  | | --- | --- | | **Cause signal words**  **The reason something happens (first in time)**  **THINK: Why????** | **Effect signal words**  **What happens as a result of the cause?**  **THINK: What happened???** | | **because** | **in order to** | | **since** | **so** | | **as a result of** | **this led to** | | **unless** | **so that** | | **for this reason** | **thus** | |  | **consequently** | |  | **an explanation for** | |  | **therefore** |   When finding the sequence within a where events happen in order we use words such as first, next, then, finally, etc. **One of the challenges with cause and effect is that authors may not present Cause and Effect information in that time order and may switch them around.**  **Examples from yesterday**  As a result of the strong winds, the roof flew off of the house.  The roof flew off the house as a result of the strong winds.  When readers know the signal words, they can identify what the cause is and what the effect is. For example, a cause signal word often tells the reader that the cause is nearby (refer to sentences above). Use the examples from yesterday and show how the signal words helps to identify what is the cause and what is the effect.  **Use larger passages** that include information about the American Revolution from the previous research and literature and have students work in partners to identify the cause and effect relationships present.  Explain that not all passages will include the use of signal words in their writing, so they still need to practice the use of questioning (what happened, why did it happen?)  **Day 6 – Visual Representations**  When students must read larger portions of text, finding the cause and effect can be complicated. There are three basic patterns to show the cause  and effect relationship:  1) single event  2) chain reaction  3) branching tree.  *Single events* - (use example from yesterday) can be written cause/effect or effect/cause   1. I had a stomachache because I ate too much food. 2. I ate too much food so I had a stomachache.   *Chain reaction* - when one event leads to another event; a cause creates an effect and that effect turns into a cause and creates another effect. The chain reaction pattern is difficult for students because the author might not include all of the information. Sometimes, you have to infer what the author is saying to identify the causes and effects by breaking up the text in parts.  **Example:**  The British placed taxes on goods to help pay for the French and Indian War. As a result, the colonists were unhappy and refused to pay the tax.  Draw a square on the board and write: British put taxes on goods  ASK: Why did British place taxes on goods?  ANSWER: Because of the war, responds Sheila.  Ask students to clarify:  The French and Indian War cost money and British needed the money to help pay for it so they taxed the colonists  draw squares to visually represent this answer.  British placed taxes on goods  British needed money to pay for the war  French and Indian War Occurred  If this is the cause… Turns into a  What is the effect?... cause..What is the  Effect?  What happens in a chain reaction is that the effect turns into a cause resulting in another effect.  Continue dissecting the text, adding to visuals and asking questions to show students the chain reaction in a cause and effect relationship.  Colonists refused to pay  Colonists were unhappy  British placed taxes on goods  British needed money to pay for the war  French and Indian War Occurred  Cause Effect/Cause Effect/Cause Cause/Effect Effect/Cause  Give other text examples for students to find the chain reaction and identify the Cause and Effect  **Day 7 – (Third type of visual representation; Branching tree & Give students short passages to read and then answer questions about finding the cause and effect relationships)**  Branching Tree can be seen when one cause creates multiple effects or multiple causes create one effect. *These multiple causes or effects can branch off into other cause and effect patterns*. Explain that all of the causes may happen at the same or different times, but they all still contribute to the effect. As well as all of the effects of something may happen at the same or different times but still be the result of the cause (or event).  Use various passages about the American Revolution. Identify the single cause or the single effect and have students work as a class, in partners, and independently to find the effects or the cause.    **Day 8** – (Fun Activity to drive home the cause and effect found within the events that led up to and include the STAMP ACT)  To explain the effects of taxation without representation use the King M & M Activity. Copyright American Institute for History Education, Stacey Edwards; Author of lessons  **Historical Background for the Teachers:**  *While this can be used as an anticipatory set, this lesson plan is most effective in the discussion about the Stamp Act after the topic has been introduced and formally presented. Sufficient background makes post simulation review more meaningful. Since the colonists were upset about new taxes on paper and the lack of representation in the establishment of those taxes, this strategic activity attempts to draw students into a similar situation where items they value are removed from their possession without their input. The students’ frustration with the unfairness of the way they lost their candy can be easily compared to the substantial give and take on one of the central issues leading to the revolution – taxation without representation.*  **Procedures:**  1. Prepare the Role Cards as directed.  2. Label the six cards with names of items commonly worn or possessed by students within class. For example: jeans, tennis shoes, glasses, pens, jewelry. You do not need to use all six cards; three to six cards seem to work well for this simulation. In the corner box of each of the object cards, write a number ranging from one to three. These numbers will represent a taxable value.  3. At the start of class give each student a paper cup containing ten M & M’s. Instruct students not to touch them.  4. Randomly pass out the role cards to students. Explain that those possessing the “King,” and “Parliament,” and “Tax Collector” cards should proceed to the front of the room.  5. Members of Parliament will draw from a previously compiled stack of cards. Parliament announces what item is being taxed, and anyone possessing them will have to pay out the number of M & M’s equal to the number written on the object card. (If the jeans card is pulled, all students wearing jeans would have to pay the number of M & M’s written on the card.)  6. Taxes should be levied for at least three items, but not more than six.  7. After all taxes have been levied, the funds are dispersed. The tax collectors are paid 10%, Parliament receives 50%, and King George gets the remaining 40%. It is quite possible that some students will have paid out all their M & M’s, but members of Parliament and the King will have 30 – 40 pieces.  8. Students may show definite feelings of displeasure, just as some with several M & M’s will gloat  9. Discuss the cause and effects of The Stamp Act. Use the various graphic organizers and skills previously discussed over the last few days. Give students a creative writing response for them to explain the effects of the activity on them. | | Day Nine & Ten | Pulling essential information from longer nonfiction pieces  (note taking; main idea, essential details)  Give passage to students and review the use of the prereading/note taking strategies (THE, fact fragment, keep some/delete some for them to take notes on the passage.  Use the following mnemonic.  **N**ot word for word  **O**rganized  **T**ouch on main points  **E**veryone does it different  **S**entences vs. ideas  Passage 1 – done in partners; stop discuss, evaluate. Share with various partners using FIND YOUR SOLE MATE,  Passage 2 – done independently; Students will be given a passage and asked to take notes on it. | | Day Eleven- | Research report – Students choose person to research; go over requirements, Provide links and literature for research project  Students will choose a historical person from the American Revolution to research. The purpose of this activity is for students to use the pre-reading strategies and note-taking strategies and previously taught skills to write a five paragraph essay that gives the following information about the historical person. Discuss with students about NARROWING the research to the focus listed below. Review the notetaking skills learned and that ONLY information that fits our focus is what they are looking for. (refer to passages used in previous days where the students took notes)   1. Brief description of childhood and life prior to American Revolution 2. Description of their role in the American Revolution and how it affected this person. 3. The student’s feelings towards the impact of this person on the AR or their opinion of the   \*\* Assign Award Project (See Day 23) | | Day Twelve-Fourteen | Research report – Students collecting information;  Provide all resources students need to find the information required for this project. (links, literacy center) | | Day Fifteen- Sixteen | Research report – Creating outline  Have students create a an outline using their information. Provide a template with the three focus statements already inserted. Discuss the general rules of an outline and the benefits of organizing your research using an outline.  Have students use research notes to create outline.  Show completed sample outline | | Day Seventeen-Eighteen | Research report - Writing research report  Use the previously taught writing process skills and have students write their 5 paragraph report about their historical person. | | Day Nineteen | Peer Edit/Revise  Have students meet with at least two students to review their piece. | | Day Twenty- Twenty-one | Peer Edit/Revise/Publish  [SAMPLE REPORT](SAMPLE%20ESSAY.docx) [SAMPLE REPORT2](SAMPLE%20ESSAY%202.docx) | | Day Twenty-two | Presentation – Students present their research to small groups. Divide into groups and allow students to read their research reports to small group. Give the following discussion questions to use as a guide for soliciting feedback.   1. What decisions were made by (insert historical person’s name) that affected the outcome of the American Revolution? 2. What did you learn about (insert historical person’s name) ? 3. What were the strengths of the presenter’s research report? 4. Were any decisions made by one of the historical people connected to another’s decisions? | | Day Twenty three\* | Students create a speech that honors their historical figure as man/woman of the year. Speeches should highlight the important decisions that were made in regards to the ARW. When students begin researching this historical figure (DAY 11) they will be assigned to create an award (at home) to “present” to their person as they read their speech.  [RUBRIC](56%20speech%20rubric%5b1%5d.docx) (click on link for RUBRIC)  [SAMPLE SPEECH](SPEECH%20SAMPLE.docx) | | Day twenty four | Wrap it up. Show clip of Back to the Future. Ask students the following questions and allow them to discuss them in a small group. Then have students share their thoughts on the classroom BLOG.  1. What were the effects of the American Revolution?  2. Were the events that led to gaining our independence worth the effects of the American Revolution?  3. How would your life be different today if we had not won our independence?  Finally pose the essential question using a THINK PAIR SHARE  How do the choices you make affect yourself and others? | | | | |
| Accommodations for Differentiated Instruction | | | |
|  | Special Needs  Students | Accommodations for special needs will be as follows:   1. Repeated directions 2. Scaffolding; give templates, show examples 3. Preferential seating and grouping as needed 4. Class within a class support of para professional | |
|  | Nonnative Speakers | For ELL students provide scaffolding and extra time for providing necessary background knowledge. Emphasize in the classroom discussions about the connection with the consequences of decisions made. | |
|  | Gifted/Talented Students | Offer higher level questions that require critical thinking; in classroom discussions, webquest.  Essay and Speech will offer an opportunity for students to analyze the decisions made and the ripple effect it caused. Use teacher blog for students to share thoughts. | |
| Materials and Resources Required For Unit | | | |
| Technology – Hardware (Click boxes of all equipment needed) | | | |
| |  |  |  | | --- | --- | --- | | Camera  X Computer(s)  Digital Camera  DVD Player  X Internet Connection | Laser Disk  X Printer  X Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other | | | | |
| Technology – Software (Click boxes of all software needed.) | | | |
| |  |  |  | | --- | --- | --- | | Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  X Internet Web Browser  Multimedia | Web Page Development  X Word Processing  Other | | | | |
| Printed Materials | | | 1. **5th grade Social Studies books** 2. **PDF-Text Structure: Cause and Effect by Jennifer F.M. Padua; Pacific Resources for Education and Learning** 3. **PDF – The Kings M & Ms Teacher Created Materials Simulation #480 American History Simulations** 4. **Literature selections:** |
| Supplies | | |  |
| Internet Resources | | | |  |  | | --- | --- | | |  | | --- | | https://mail.google.com/mail/u/0/images/cleardot.gif | |   <http://www.gwleadershiplessons.org/index.html>  <http://www.pbs.org/ktca/liberty/chronicle_timeline.html> |
| Other Resources | | | Encourage students to self explore this topic through library and media resources. |

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