

# Unit 2—5<sup>th</sup> Grade Reading Characterization/Multicultural

Title: Cultures: How They Clash or Cope		Subject/Course: Social Studies/Reading	
Length: 4 weeks			
Topic: Native Americans/ Characterization/ Cultures		Grade: 5	Designer: Finch/Johnston
UNIT GOALS AND EXPECTATIONS			
<b>IMPORTANT CONCEPTS:</b> People interact with their environment and are affected by it. Customs, traditions, and beliefs of various groups and the places people come from influence their cultures. Literature can help students identify character traits from analyzing the character’s actions, words and thoughts.		<b>ESSENTIAL QUESTIONS:</b>  How did civilizations develop in the Americas? How did the geography and climate of the different regions affect the Native Americans there? How do you decide how to describe characters?	
<b>STUDENT LEARNING EXPECTATIONS:</b> ON GOING R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading. R.9.5.3 Using questioning and monitoring: Generate questions to establish purposes for reading. R.9.5.5 Monitor comprehension in relation to questions generated. R.9.5.11 Determining Importance: Using such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R.9.5.12 Identify main ideas and supporting evidence in short reading passages. R.9.5.16 Skim materials to locate specific information. R.9.5.17 Scan materials to develop a general overview. R.9.5.18 Retell stories with detail. R.10.5.1. Read daily R.10.5.2 Read texts that reflect contributions of different cultural groups. R.10.5.3 Vary reading strategies according to text and purpose. R.10.5.6 Skim materials to locate specific information. R.10.5.7 Scan materials to develop a general overview. R.11.5.1 Automatically decode words to ensure focus on comprehension R.11.5.2 Continue to develop and maintain an adequate body of sight words. R.11.5.3 Add content words to sight vocabulary. R.11.5.13 Read grade level text orally with accuracy and expression.  G.2.5.1 Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States. G2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States. H6.5.2 Read and interpret timelines using the terms: ca, BCE/CE, millennia, millennium, decade, century H6.5.9 Describe the impact that European explorers had on the American Indian tribes H6.5.27 Identify and explain major pre-Columbian civilizations in Central and South America (i.e. Maya, Inca, Aztec)  H6.5.28 Identify the major pre-Columbia settlements: cliff dwellers, mound builders, peoples of the Southwest, peoples of the Pacific Northwest, peoples of the Great Plains, peoples of the Eastern Woodlands. H.6.5.29 Locate and describe the three main American Indian cultures in Arkansas during the exploration period: Quapaw Indians, Caddo Indians, Osage Indians  W5.5.8 Write in response to literature W7.5.7 Use writer’s checklist or scoring guides/rubrics to improve written work.		R9.5.6 Using inferences and interpretations: Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text. R9.5.7 Make inferences supported by a character’s thoughts, words, and actions, or the narrator’s description R9.5.8 Analyze literary elements of character, plot, and setting R9.5.9 Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot. R9.5.20 Evaluating: Evaluate a character’s decision/action R9.5.21 Evaluate personal, social, and political issues as presented in text R10.5.5 Identify cause/effect and problem/solution relationships. R11.5.4 Use knowledge of root words and affixes and word relationships to determine meaning R11.5.5 Use context to determine meaning of multiple meaning words. ORAL/VISUAL COMMUNICATION (ALL YEAR) OV 1.5.1 Develop vocabulary from content area texts OV 1.5.2 Use standard English in classroom discussion OV 15.3 Use appropriate oral communication for various purposes and audiences OV 1.5.4 Demonstrate appropriate eye contact OV 1.5.5 Use correct pronunciation to communicate ideas and information OV 1.5.6 Contribute appropriately to class discussion OV 1.5.7 Deliver oral presentations using standard English and appropriate vocabulary OV 1.5.8 Use illustrations, pictures, and /or charts in oral presentations across the curriculum OV 1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose OV 1.5.10 Evaluate self and peers’ speaking performance based on preset criteria OV 2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV 2.5.2 Establish purpose for listening OV 2.5.3 Listen attentively for main ideas OV 2.5.4 Demonstrate attentive listening skills to respond to speaker’s message OV 2.5.5 Evaluate presentations using established criteria/rubrics OV 3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic OV 3.5.2 Differentiate between fact and opinion in media OV 3.5.3 Use visual aids to convey information	

<p><b>SPECIFIC DECLARATIVE KNOWLEDGE</b></p> <p>Identify purposes for reading.  Identify story elements (setting, plot, characters, events, conflict, problem/solution).  Recall essential information  Identify core reading skills(details, text features, author's purpose, literary element analysis, inference, compare/contrast/ making connections, questioning)  Identify personal, social and political issues in text.  Identify and describe the significant groups of people(Eastern Woodlands region, Plains people, people of the Southwest and the West, and the people of the Northwest and the Artic)  Explain vocabulary words: migration, artifact, civilization, tradition, division of labor, ceremony, adapt, economy. Use these words in describing the people to their jigsaw groups.  Identify words with possible multiple meanings.</p>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE</b></p> <p>Use previewing skills.  Draw from past experiences.  Generate questions.  Identify what the purposes are for reading.  Use and document reading strategies.  Categorize information using selected graphic organizers.  Read for a substantial amount of time daily.  Respond to reading and reflections.  Respond and reflect on multicultural and universal themes.  Recognize specific text features and text structures.  Determine words important to the content.  Describe characters based on their actions, motives, and appearances in a text.</p>
<p align="center"><b>UNIT ASSESSMENTS</b>  <b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b></p>	
<ol style="list-style-type: none"> <li>1. Analyze the thoughts, words, deeds, and appearances of Drita and Maxie in <u>Drita: My Homegirl</u> to determine appropriate character traits to describe them.</li> <li>2. Open response prompt requiring the comparing and contrasting of a child's life in an old culture and a new one. (Use a rubric to score the answers.)</li> <li>3. Choose independent reading novels that are multicultural. Students will present the culture read about in their books by dressing as the main character, giving a report of the customs and traditions from the read about culture, and telling their favorite event or part of the book while giving a book talk to the class. Books will be chosen by the students but approved by the teacher as a multicultural selection. Several students may chose to read the same book and present their talks as different characters from that book and act out their favorite part. These choices and a grading rubric will be presented before the books are chosen.</li> <li>4. The class will take part in jigsaw groups. Each student will become an expert about one feature of the regional Native Americans. Then the groups will change and the experts will become the teachers. Each member of the home group will have to answer questions answered by the other members as they taught their part—attached jigsaw instructions.</li> <li>5. Based on what they know after completing the four jigsaws on the different regions of Native Americans, write about the lessons they can learn from the way Native Americans used natural resources? Which use of natural resources impressed them the most? Tell why?</li> </ol>	
<p><b>Traditional Assessments:</b>  Quizzes over historical information presented during the unit.  Completion of graphic organizers over story elements and compare/contrast</p>	<p><b>Other Evidence of Learning:</b>  Daily response reading journal—grade with rubric  Add to ongoing list of character traits.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p><b>Unit Information:</b>  This a 4- week unit of instruction in which students become familiar with the Native American groups across our nation. Their cultures, traditions, and beliefs will be compared and contrasted to one another. The students will become aware of the ways people must adapt to where they are and customs of the region in order to survive.</p> <p>This will also be evident as we study character traits in realistic fiction pieces read aloud by the teacher and individually by the students. The anchor piece <u>Drita: My Homegirl</u> is suggested but other books could be used as well. Making students aware of how cultures come together, clash and learn to work together is the overall goal.</p> <p><b>Activities:</b></p>	

<ol style="list-style-type: none"> <li>1. Begin to build background about Native Americans using an anticipation guide using lesson and section titles of the fifth grade textbook for clues.</li> <li>2. Continue to provide background knowledge through technology resources.</li> <li>3. Introduce the idea of changing locations and customs and having to adapt to a new place by reading different picture books. Possible resources include: <u>The Memory Coat</u> by Elvira Woodruff and <u>The Keeping Quilt</u> by Patricia Polacco. Many other Polacco books will relate to this as well.</li> <li>4. Explain the objectives of the unit to students. Explain the culminating activities and show the students the rubrics they will be graded by.</li> <li>5. Introduce characterization using <u>Drita: My Homegirl</u> to compare and contrast the two main girls; customs, traditions, and places they are from. This will be done as a whole class as the teacher reads aloud and questions.</li> <li>6. Include the following topics during the read aloud discussions: <ul style="list-style-type: none"> <li>--war torn country vs. good life in America</li> <li>--map skills (Locate Kosova, Yugoslavia)</li> <li>--worries of war and the hardships of life and surroundings (Relate this to wars on our globe today.)</li> <li>--economy (employment worries then and now)</li> </ul> </li> <li>7. Using the attached Choice Menu—Realistic Fiction, complete the assigned tasks in the reading response journal daily after the oral reading of <u>Drita: My Homegirl</u>. These include, but are not limited to documenting reading strategies of making connections, questioning, inferring, and visualizing. Points will be assigned to these tasks for daily grades.</li> <li>8. Graphic organizers that correspond to story elements are to be completed by students when these elements are taught using the anchor book. Grades will be taken.</li> </ol>	<p>5<sup>th</sup> grade social studies book</p> <p><a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a> wikipedia (Kosovo)</p> <p><u>The Memory Coat</u> by Elvira Woodruff <u>The Keeping Quilt</u> by Patricia Polacco</p> <p><u>Drita: My Homegirl</u></p> <p>Maps and atlases</p> <p>Graphic organizers— --story elements --compare/contrast</p> <p>Reading response journal</p> <p>Realistic Fiction Choice Menu</p> <p>Scoring rubric</p> <p>Teacher approved list of multicultural novels</p> <p>Book talk rubric</p> <p>Jigsaw directions and quizzes</p> <p>Rubric for writing on Native American use of natural resources</p> <p>Arkansas Test Preparation Book—Grade 5</p>
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Career Connections	
<p>Invite our ESL coordinator to share with the students how they help people adjust to new surroundings. Mention careers that would require relocating to different regions of this country or different countries. (ambassadors for the government, translators, servicemen and women)</p>	

## Book Talk Rubric

	<b>Points Possible</b>	<b>Yes/No/Comments (Teacher Section)</b>
<b>Title</b>	<b>1</b>	
<b>Author</b>	<b>1</b>	
<b>Genre</b>	<b>2</b>	
<b>Main Character and Traits w/evidence of culture</b>	<b>5</b>	
<b>Setting</b>	<b>1</b>	
<b>Speak distinctly/loud enough to be heard and have eye contact</b>	<b>2</b>	
<b>Customs/Traditions</b>	<b>2</b>	
<b>Good detailed description of favorite part</b>	<b>5</b>	
<b>Recommendation</b>	<b>1</b>	
<b>TOTAL</b>		<b>/20</b>