

## Course Information Overview

Course Title: 5th Grade Humanities		Full Year	Required
<b>Course Description:</b> In Grade 5, students will engage in the study of North America and the events that impacted indigenous people. They will study early American history from multiple perspectives and through the academic lenses of civics, history, geography and economics to understand how and why North America experienced dramatic change. From indigenous peoples prior to colonization through the American Revolution, events, concepts, and people will be studied, analyzed, and critically examined as it relates to our present and our future. Students will not only look at the national and international impact, but also how Connecticut and Naugatuck factor into key events. An emphasis is placed on analyzing and evaluating a variety of primary documents, sources, and perspectives.			
<b>Additional Course Information:</b> Big Ideas Addressed in the Course <ul style="list-style-type: none"><li>• Identity</li><li>• Conflict</li><li>• Change</li><li>• Motivation</li><li>• Cause and effect</li><li>• Human/environment interaction</li><li>• Research</li><li>• Drawing conclusions</li><li>• Making evidence-based claims</li><li>• Making inferences</li><li>• Questioning</li><li>• Synthesizing information across texts</li><li>• Strategies for effective narrative, information, and argument writing</li></ul> Social Studies Frameworks 2015 (CSDE) <ul style="list-style-type: none"><li>• The intersectionality of history, civics, economics and geography.</li></ul>		<b>Core Resources:</b> <ul style="list-style-type: none"><li>• Videos, articles, maps, images, primary documents, fiction and other resources are included in the units of study and tasks and have been vetted by curriculum developers and coaches.</li><li>• myWorld Geography</li></ul>	<b>Are there any attachments <u>at the course level</u> that teachers will need?</b> <ul style="list-style-type: none"><li>• Pacing Guide</li><li>• Scope and Sequence</li></ul>

## Books

### Unit 1:

- Drawn Together by Minh Lee
- I Am Every Good Thing by Derrick Barnes
- Chef Roy Choi and the Street Food Remix by Jacqueline Briggs Martin and June Jo Lee
- Shark Lady by Jess Keating
- Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
- Julian is a Mermaid by Jessica Love
- The Youngest Marcher by Cynthia Levinson
- Manfish: A Story of Jacques Cousteau by Jennifer Berne
- Out of Wonder: Poems Celebrating Poets by Kwame Alexander
- Alma and How She Got Her Name by Juana Martinez-Neal
- I Dissent by Deb Levy
- Hiawatha and the Peacemaker by Robbie Robertson
- We are Still Here by Traci Sorell

### Unit 2:

- Above the Rim by Jen Bryant
- Roanoke, The Lost Colony: The Unsolved Mystery from History by Jane Yolen
- Blood on the River by Elisa Carbone
- Mumbet's Declaration of Independence by Gretchen Woelfle
- Thunder From the Clear Sky by Marcia Sewall
- Poet, Pilgrim, Rebel: The Story of Anne Bradstreet by Kate Munday Williams
- The Boy Who Fell Off the Mayflower by P.J. Lynch
- Your Life As A Settler by Thomas Kingsley Troupe

### Unit 3:

- Eliza by Margaret McNamara
- Aaron and Alexander: The Most Famous Duel in American History by Don Brown
- Revolutionary Friends by Selene Castrovilla and Drazen Kozjan

### Unit 4:

- A Spy Called James by Anne Rockwell

## Book Club Books:

### Unit 1:

- Indian No More by Charlene Willing Mcmanis and Traci Sorell
- I Can Make This Promise by Christina Day
- The Barren Grounds by David A. Robertson
- Rez Dogs by Joseph Bruchac
- Show Me a Sign by Ann Clare LeZotte
- The Sea In Winter by Christina Day
- Healer and the Water Monster by Brian Young
- Indian Shoes by Cynthia Smith
- Borders by Thomas King and Natasha Donovan
- Two Roads by Joseph Bruchac
- The Warriors by Joseph Bruchac
- Children of the Longhouse by Joseph Bruchac
- The Winter People by Joseph Bruchac
- The Heart of Chief by Joseph Bruchac
- Eagle Song by Joseph Bruchac
- Skeleton Man by Joseph Bruchac
- The Arrow Over the Door by Joseph Bruchac
- Talking Leaves by Joseph Bruchac
- Pocahontas by Joseph Bruchac
- Sacajawea by Joseph Bruchac

### Unit 2:

- She Persisted: Maria Tallchief
- She Persisted: Clara Lemlich
- The Story of Lin-Manuel Miranda: A Biography Book for New Readers
- DK Life Stories: Katherine Johnson
- DK Life Stories: Gandhi
- Who Were the Navajo Code Talkers?
- The Story of Barack Obama: A Biography Book for New Readers
- The Story of John Lewis: A Biography Book for Young Readers
- She Persisted: Wangari Maathai (This story is explored in elementary curriculum through the picturebook *Wangari's Trees of Peace*)
- Vera Wang Queen of Fashion

### Unit 3:

- Revolutionary Prudence Wright by Beth Anderson
- Answering the Cry for Freedom (excerpts) by Gretchen Woelfle
- Liberty! How the Revolutionary War Began (excerpts) by Lucille Recht Penner

- A Song for A Whale by Lynne Kelly
- Before Ever After by Jacqueline Woodson
- Total Eclipse of Nestor Lopez by Adrianna Cuavas
- Starfish by Lisa Fipps
- From the Desk of Zoe Washington by Janae Marks
- Dragons in the Bag by Zetta Elliot
- Sal and Gabi Break the Universe by Carlos Hernandez
- Take Back the Block by Chrystal D. Giles
- City Spies by James Ponti
- The Deepest Breathe by Meg Grehan
- Hurricane Child by Kacen Callender
- Those Kids from Fawn Creek by Erin Entrada Kelly
- Stuntboy, in the Meantime by Jason Reynolds
- Willodeen by Katherine Applegate
- Wildfire by Rodman Philbrick
- A Soft Place Land by Janae Marks
- The Crossover (Graphic Novel) by Kwame Alexander
- The Aquanaut (Graphic Novel) by Dan Santat
- Pawcasso (Graphic Novel) by Remy Lai
- Twins (Graphic Novel) by Varian Johnson and Shannon Wright
- Donut the Destroyer (Graphic Novel) by Sarah Graley and Stef Purenins
- The Runaway Princess (Graphic Novel) by by Johan Troïanowski
- The New Kid (Graphic Novel) by Jerry Craft

#### Unit 4:

- Midnight Rider by Joan Hiatt Harlow
- Soldier's Secret by Ann McGovern
- The Keeping Room by Anna Myers
- Attack of the Turtle by Drew Carlson
- The Fighting Ground by Avi
- Chains by Laurie Halse Anderson
- Sophia's War by Avi
- One Dead Spy by Nathan Hale
- Never Caught: The Story of Ona Judge by Erica Armstrong Dunbar
- The Thrifty Guide to the American Revolution by Johnathan Stokes

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|  | <ul style="list-style-type: none"><li>• <u>Sleds on Boston Common</u> by Louise Borden</li><li>• <u>Sea Clocks the Story of Longitude</u> by Louise Borden</li><li>• <u>The American Revolution: A Visual American History</u> by DK</li><li>• <u>Liberty: How the Revolutionary War Began</u> by Lucille Penner</li><li>• <u>Reporting the Revolutionary War</u> by Todd Andrlik</li><li>• <u>George Washington, Spy Master</u> by Thomas Allen</li><li>• <u>I Survived the American Revolution</u> by Lauren Tarshis</li><li>• <u>Revolutionary War on Wednesday</u> by Mary Pope Osborn</li><li>• <u>Little Hornet: Boy Patriot of North Carolina</u> by Geoff Baggett</li><li>• <u>Little Warrior: Boy Patriot of Georgia</u> by Geoff Baggett</li><li>• <u>Little Spy of Vincennes</u> by Geoff Baggett</li><li>• <u>Susanna's Midnight Ride</u> by Libby Carty McNamee</li><li>• <u>Mysterious Miss Snoddy</u> by Jim Campain</li><li>• <u>Just Jane</u> by William Lavendar</li><li>• <u>Give Me Liberty</u> by L.M. Elliot</li><li>• <u>Cast Two Shadows</u> by Ann Rinaldi</li><li>• <u>Emma's Journal</u> by Marissa Moss</li><li>• <u>Ropes of Revolution</u> by J. Gunderson and Brent Schoonover</li><li>• <u>Scar - A Revolutionary War Tale</u> by J. Albert Mann</li></ul> |
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## Unit 3

<b>Unit 3: Colonization: Motives and Motivation</b>		<b>Duration: 40 days</b>
<b>Unit Overview - FOCUS:</b> The French and Indian War pits the Native Americans and the French against the British - and the Colonists. The war lasts about 8 years and costs Britain a great deal of money. In the end, Britain retains the right to North America and France is forced to give up its claims to much of its land. Great Britain cedes land west of the Appalachian Mountains to Native Americans. But this move angers the Colonists, who want to expand their access to land. This move, and the taxes levied against the colonies to recoup some of the cost of the war, creates tension in the Colonies. With differing ideologies, a growing number of Colonists challenge Britain for the right to govern themselves. In this unit, students will develop a written analysis of what Britain or the French could have done at the end of the French and Indian War and develop poems that express differing perspectives and. <b>This unit will connect with the overarching themes of Change and Consequence and Culture and Identity. These themes span K-6.</b>		<b>Topic Titles:</b> <ul style="list-style-type: none"><li>● <a href="#">Entry Task</a>: Alexander Hamilton</li><li>● Topic 1: The Way of War</li><li>● Topic 2: Road to Revolution</li></ul>
<b>Coherence: How does this unit build on and connect to prior knowledge and learning?</b> In third and fourth grade, students explored the Boston Tea Party and the Boston Massacre as events that occurred before the American Revolution. They also explored different perspectives about the events - the British, the Loyalists, the Colonists, women, enslaved people, free Blacks, and Native Americans. In fifth grade, students have explored the culture of indigenous people of North America as well as the European perspective and global exploration and colonization.		
<b>Essential Questions:</b>  Overarching Year-long Essential Questions: <ul style="list-style-type: none"><li>● What does it mean to be free?</li></ul> Unit Essential Questions: <ul style="list-style-type: none"><li>● Why do groups and/or countries go to war?</li><li>● What - and to whom - does it mean to be a “hero?”</li></ul>	<b>Enduring Understanding:</b> <ul style="list-style-type: none"><li>● <b>War can make countries or groups more powerful and wealthy.</b> Countries and groups go to war for a variety of reasons. Wars occur when countries hold different ideas, values and beliefs. Sometimes a country or group will wage war to prevent another country or group from taking power from others. They also occur when groups or countries want to increase their wealth and their power. War is one way for a country or group to show their dominance, and throughout history people, countries and groups have attempted world domination. Britain’s colonization of North America established it as a world power, increasing their presence on a global scale.</li><li>● <b>Being a hero is all about your point of view.</b> One person’s hero can be another person’s enemy. It depends on where you stand on an issue, belief or idea. James Lafayette is considered a hero of the American Revolution for spying on the British and providing George Washington with valuable intelligence. Yet, the British would view him as a villain who betrayed them and contributed to their loss of the war. For the Americans, Benedict Arnold was a villain to the Patriots for providing the British with information that caused the Continental Army to lose battles. But for the British, he is heroic for risking his life - and ultimately giving his life - to Great Britain.</li></ul>	

<p><b>What Students Will Know:</b></p> <ul style="list-style-type: none"> <li>• Causes of the French and Indian War</li> <li>• The rise of George Washington as a British Army officer</li> <li>• Washington's loss at Fort Necessity and the roots of his strategy for the American Revolution</li> <li>• How policy and legislation impact Colonial life</li> <li>• Heroes and villains are a matter of perspective</li> <li>• Some reasons why countries choose to go to war with one another</li> <li>• To pay for war, countries borrow money from each other</li> <li>• To win wars, countries form alliances with one another (French and Indian alliance)</li> <li>• The role of perspective in crafting historical fiction</li> <li>• The debt incurred by Britain to finance the French and Indian War prompted Parliament to levy many taxes on the Colonists</li> <li>• No taxation without representation means that Colonists wanted a say in the taxes they were being forced to pay</li> <li>• Protest comes in many forms (i.e., Boston Tea Party, Boston Massacre, response to the Sugar Act)</li> <li>• Various legislation like The Townshend Acts, the Tea Act were enacted without the input of the colonies' leadership.</li> <li>• Not all colonists were against the King - some did not want to go to war against Great Britain.</li> <li>• The origin and result of the Intolerable Acts.</li> <li>• How the legislation and policy of Britain</li> </ul>	<p><b>What students will do:</b></p> <ul style="list-style-type: none"> <li>• Determining key ideas to draw conclusions <b>(RCCM.1)</b></li> <li>• Make inferences based on evidence from the text <b>(RCCM.1)</b></li> <li>• Describe the relationship between a series of historical events <b>(RCCM.1)</b></li> <li>• Text structure (information text) <b>(RCCM.2)</b></li> <li>• Use information gained from illustrations <b>(RCCM.3)</b></li> <li>• Compare and contrast important points from several texts <b>(RCCM.3)</b></li> <li>• Identify evidence from a source used to support answering a question <b>(RCCM.3)</b></li> <li>• Use correct grammar (subject-verb agreement) <b>(LL.1)</b></li> <li>• Use correct punctuation, spelling, capitalization <b>(LL.1)</b></li> <li>• Using context clues, use Greek and Latin affixes and roots or consult reference materials to determine or clarify the meaning of unknown words and phrases <b>(LL.2)</b></li> <li>• Apply strategies (asking questions, making inferences, using context clues) when my comprehension breaks down <b>(LL.3)</b></li> <li>• Write an opinion piece <b>(WRI.1)</b></li> <li>• Write narratives <b>(WRI.3)</b></li> <li>• Use technology to produce and publish writing <b>(WRI.4)</b></li> <li>• Actively and appropriately collaborate with others <b>(COM.1)</b></li> <li>• Present an opinion by speaking clearly at an understandable pace <b>(COM. 2)</b></li> <li>• Use sources to gather information, draw conclusions, and answer questions to developed questions <b>(RES. 1)</b></li> <li>• Summarize or paraphrase information by taking relevant notes on sources <b>(RES. 2)</b></li> <li>• Interpret information gained from illustrations <b>(RCCM.3)</b></li> <li>• Synthesize information from multiple sources about a topic or event <b>(RCCM.3)</b></li> <li>• Use technology to produce and publish writing <b>(WRI.4)</b></li> <li>• Actively and appropriately collaborate with others <b>(COM.1)</b></li> </ul>	<p><b>Unit Specific Vocabulary: Broken down into academic vocabulary, concepts, and language that might be unfamiliar to students.</b></p> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rebel</li> <li>• Revolutionary</li> <li>• Act</li> <li>• Legislation</li> <li>• Policy</li> <li>• Politics</li> <li>• Colonial</li> <li>• Patriot</li> <li>• Loyalist</li> <li>• Enemy/Villain</li> <li>• Hero</li> <li>• Informational writing</li> <li>• Claim</li> <li>• Evidence</li> <li>• Reasoning</li> <li>• Leadership</li> <li>• Strategy</li> <li>• Perspective</li> <li>• War</li> <li>• Power</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Sugar Act</li> <li>• Townshend Acts</li> <li>• Stamp Act</li> <li>• Alexander Hamilton</li> <li>• Aaron Burr</li> <li>• British</li> <li>• King George</li> <li>• George Washington</li> <li>• Colonists</li> <li>• French and Indian War (Seven Years' War)</li> </ul>
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<p>impacted Native Americans, enslaved people, freed Blacks and women.</p> <ul style="list-style-type: none"> <li>• Art can be a form of protest.</li> </ul>	<ul style="list-style-type: none"> <li>• Present an opinion by speaking clearly at an understandable pace <b>(COM. 2)</b></li> <li>• Use sources to gather information, draw conclusions, and answer questions to developed questions <b>(RES. 1)</b></li> <li>• Draw conclusions about information information from print and digital sources <b>(RES.2)</b></li> </ul> <p><b><u>Social Studies Skills Taught Throughout this Task:</u></b></p> <ul style="list-style-type: none"> <li>• Describe ways in which people benefit from and are challenged by working together <b>(CVC.1)</b>.</li> <li>• Explain historical and contemporary means of changing society. <b>(CVC.3)</b></li> <li>• Analyze the relationship between the location of places and their environmental characteristics <b>(GEO.1)</b></li> <li>• Draw conclusions about how the cultural characteristics of places influence population distribution <b>(GEO.2)</b></li> <li>• Develop arguments for how environmental and man-made catastrophes affected population, human settlement, and movement <b>(GEO.3)</b></li> <li>• Compare events of the past to life today <b>(HIS.1)</b></li> <li>• Explain how perspectives of a historical event or period depend on context and shape their stories. <b>(HIS.2)</b></li> <li>• Evaluate the usefulness of a historical source relevant to a particular topic <b>(HIS. 3)</b></li> <li>• Draw conclusions about cause and effect <b>(HIS.4)</b></li> <li>• Use and interpret maps to analyze the relationships between locations of places, environmental characteristics and group's motivations <b>(GEO.1)</b></li> <li>• Use and evaluate tools and strategies that are most appropriate to the research task <b>(INQ.2)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Debt</li> <li>• Alliance</li> <li>• Assassination</li> <li>• Fort Necessity</li> </ul>
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## Entry Level Assessment and Connection to Unit:

[Entry Level, Unit 3:](#) Students will examine how Lin-Manuel Miranda told the story of the first Secretary of the Treasury Alexander Hamilton and the different voices and perspectives that inform us today about the past and his legacy. They will write their own stories, considering people and perspectives that might influence how they tell their story and why these perspectives matter.

## Unit Materials, Resources and Technology:

- myWorld Social Studies: Building Our Country
- Centers
- [Book Clubs](#)

### Book Club Titles:

- [A Song for A Whale](#) by Lynne Kelly
- [Before Ever After](#) by Jacqueline Woodson
- [Total Eclipse of Nestor Lopez](#) by Adrianna Cuavas
- [Starfish](#) by Lisa Fipps
- [From the Desk of Zoe Washington](#) by Janae Marks
- [Dragons in the Bag](#) by Zetta Elliot
- [Sal and Gabi Break the Universe](#) by Carlos Hernandez
- [Take Back the Block](#) by Chrystal D. Giles
- [City Spies](#) by James Ponti
- [The Deepest Breathe](#) by Meg Grehan
- [Hurricane Child](#) by Kacen Callender
- [Those Kids from Fawn Creek](#) by Erin Entrada Kelly
- [Stuntboy, in the Meantime](#) by Jason Reynolds
- [Willodeen](#) by Katherine Applegate
- [Wildfire](#) by Rodman Philbrick
- [A Soft Place Land](#) by Janae Marks
- [The Crossover](#) (Graphic Novel) by Kwame Alexander
- [The Aquanaut](#) (Graphic Novel) by Dan Santat
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- [The Runaway Princess](#) (Graphic Novel) by by Johan Troïanowski
- [The New Kid](#) (Graphic Novel) by Jerry Craft

### **Opportunities for Interdisciplinary Connections:**

This is an integrated course where Social Studies and English/Language Arts are taught coherently.  
The overarching themes for K-6 are:

1. **Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of others - affect me, where I live, and how I live?
2. **Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

1. **Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.
2. **We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."
3. **The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become "our" stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

**Any links, attachments and resources for the Unit:**

- [Curriculum website](#) for the district
- [Vision of the Graduate](#)
- [Learning Cycle Model](#)
- [Curriculum Framework](#)

**Planning Ideas:**

## Everyday:

- Oral Language Development. Clark strategies.

## During the Week:

- Reader's Workshop
- Writer's Workshop - with writer's notebooks
- Centers and Stations
- Book Clubs

**Conferring during Independent Reading:**

Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, "How's it going?" "What are you learning?" and "What are you figuring out as a reader?"

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)

Asking a student to talk about what is happening in that excerpt, stating simply: "Tell me more!"

Helping students use "fix-up" strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)

Asking students what they like/don't like about a book and why (push them to cite evidence!)

Suggesting titles that the student might find interesting and appropriate


<b>Topic #: 1</b>	<b>Topic Name:</b> The Way of War	<b>Duration:</b> Recommended: 15 days
<b>Topic Description:</b> In this topic, students will explore the French and Indian War and its connection to the events leading up to the American Revolution. Students will engage in centers to build background knowledge and research how alliances between different groups can be leveraged during conflicts, and how groups enter into alliances in order to meet their needs. Students will take their research about the French and Indian War and imagine what one group - either the British, French or Native Americans - should have or could have done after the French and Indian War, using evidence to explain and justify their thinking.		
<b>Competencies Addressed:</b>  <b>RLA.5.RCCM.1</b> I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. (RL , RI 1, RI 2, RI 3)  <b>RLA.5.RCCM.3</b> I can use information and evidence (including media) from several texts to understand and communicate an author’s intended purpose or meaning. (RL7-9, RI7-9)  <b>RLA.5.LL.1</b> I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L1-2)  <b>RLA.5.LL.2</b> I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. (L3-6)  <b>RLA.5.LL.3</b> Select strategies with guidance to make sense of text. (e.g., asking questions, making inferences, using context clues, etc.)  <b>RLA.5.WRI.1</b> I can write opinion pieces, supporting a point of view with reasons and information. (W1)  <b>RLA.5.WRI.2</b> I can write informative/explanatory texts to examine a topic and convey ideas and information. (W2)  <b>RLA.5.WRI.4</b> I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. (W4-6)  <b>RLA.5.COM.1</b> I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. (SL1-3)		<b>Essential Question and Enduring Understanding Addressed in this Topic:</b> <ul style="list-style-type: none"> <li>• What does it mean to be free? (Year-long essential question)</li> <li>• Why do groups and/or countries go to war?</li> <li>• <b>War can make countries or groups more powerful and wealthy.</b> Countries and groups go to war for a variety of reasons. Wars occur when countries hold different ideas, values and beliefs. Sometimes a country or group will wage war to prevent another country or group from taking power from others. They also occur when groups or countries want to increase their wealth and their power. War is one way for a country or group to show their dominance, and throughout history people, countries and groups have attempted world domination. Britain’s colonization of North America established it as a world power, increasing their presence on a global scale.</li> </ul>

<p><b>RLA.5.COM.2</b> I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media when presenting my knowledge and ideas. (SL4-6)</p> <p><b>RLA.5.RES.1</b> I can conduct short research projects. (W7)</p> <p><b>RLA.5.RES.2</b> I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. (W8-9)</p> <p><b>SS.5.CVC.1</b> Explain how and why rules and laws are created. (3.1-3, 5.1-2)</p> <p><b>SS.5.CVC.3</b> Draw conclusions about how policies shape and influence a society, and how a society can influence policy. (3.6-7, 4.1, 5.4)</p> <p><b>SS.5.GEO.1</b> Use a variety of geographic representations when making connections between a place, its features, and its influence on settlement. (3.1-3, 4.1-2, 5.1)</p> <p><b>SS.5.GEO.2</b> Make connections and draw conclusions about culture and environment. (3.4-6, 4.3-5, 5.2)</p> <p><b>SS.5.GEO.3</b> Make connections and draw conclusions about humans and the environment. (3.7-9, 4.6-8, 5.3)</p> <p><b>SS.5.HIS.2</b> Explain how perspectives of a historical event or period depend on context and shape their stories. (3.4-5, 4.1, 5.4-5)</p> <p><b>SS.5.HIS.3</b> Select, compare, and use different sources to learn about the past. (3.6-10, 5.6-8)</p> <p><b>SS.5.HIS.4</b> Draw conclusions about causes and effects of events in the past. (3.11, 4.2-3, 5.9-10)</p> <p><b>SS.5.INQ.2</b> I can apply disciplinary concepts and tools.</p>	
<p><b>In this Topic, students will know:</b></p> <ul style="list-style-type: none"> <li>• Causes of the French and Indian War</li> <li>• The rise of George Washington as a British Army officer</li> <li>• Washington's loss at Fort Necessity and the roots of his strategy for the American Revolution</li> <li>• How policy and legislation impact Colonial life</li> <li>• Some reasons why countries choose to go to war with one another</li> <li>• To pay for war, countries borrow money from each other</li> </ul>	<p><b>Topic Vocabulary:</b></p> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Informational writing</li> <li>• Claim</li> <li>• Evidence</li> <li>• Reasoning</li> </ul>

<ul style="list-style-type: none"> <li>● To win wars, countries form alliances with one another (French and Indian alliance)</li> <li>● The role of perspective in crafting historical fiction</li> <li>● The debt incurred by Britain to finance the French and Indian War prompted Parliament to levy many taxes on the Colonists</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership</li> <li>● Strategy</li> <li>● Perspective</li> <li>● War</li> <li>● Power</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>● French and Indian War</li> <li>● Debt</li> <li>● Alliance</li> <li>● Assassination</li> <li>● Fort Necessity</li> </ul>
<p><b>In this Topic, students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Determine key ideas to draw conclusions (RCCM.1)</li> <li>● Make inferences based on evidence from the text (RCCM.1)</li> <li>● Describe the relationship between a series of historical events (RCCM.1)</li> <li>● Interpret information gained from illustrations (RCCM.3)</li> <li>● Compare and contrast important points from several texts (RCCM.3)</li> <li>● Identify evidence from a source used to support answering a question (RCCM.3)</li> <li>● Synthesize information from multiple sources about a topic or event (RCCM.3)</li> <li>● Use correct grammar (subject-verb agreement) (LL.1)</li> <li>● Use correct punctuation, spelling, capitalization (LL.1)</li> <li>● Using context clues, use Greek and Latin affixes and roots or consult reference materials to determine or clarify the meaning of unknown words and phrases (LL.2)</li> <li>● Apply strategies (asking questions, making inferences, using context clues) when my comprehension breaks down (LL.3)</li> <li>● Write an opinion piece (WRI.1)</li> <li>● Use technology to produce and publish writing (WRI.4)</li> <li>● Actively and appropriately collaborate with others (COM.1)</li> <li>● Present an opinion by speaking clearly at an understandable pace (COM. 2)</li> <li>● Use sources to gather information, draw conclusions, and answer questions to developed questions (RES. 1)</li> <li>● Summarize or paraphrase information by taking relevant notes on sources (RES. 2)</li> <li>● Draw conclusions about information information from print and digital sources (RES.2)</li> <li>● Describe ways in which people benefit from and are challenged by working together (CVC.1).</li> <li>● Explain historical and contemporary means of changing society. (CVC.3)</li> <li>● Analyze the relationship between the location of places and their environmental characteristics</li> </ul>	<p><b>Plan for Student Reflection:</b></p> <p>Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p> <p><b>Plan for Teacher Reflection:</b></p> <p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p>

(GEO.1)

- Use and interpret maps to analyze the relationships between locations of places, environmental characteristics and group's motivations (GEO.1)
- Draw conclusions about how the cultural characteristics of places influence population distribution (GEO.2)
- Develop arguments for how environmental and man-made catastrophes affected population, human settlement, and movement (GEO.3)
- Explain how perspectives of a historical event or period depend on context and shape their stories. (HIS.2)
- Evaluate the usefulness of a historical source relevant to a particular topic (HIS. 3)
- Draw conclusions about cause and effect (HIS.4)
- Use and evaluate tools and strategies that are most appropriate to the research task (INQ.2)

Task Title: The Way of War	Grade Level and Unit: 5th Grade Unit 3, Topic 1
<p><b>Description of Task:</b> During this task, students will research how alliances between different groups can be leveraged during conflicts, and how groups enter into alliances in order to meet their needs. Students will take their research about the French and Indian War and imagine what one group - either the British, French or Native Americans - <b>should</b> have or <b>could</b> have done after the French and Indian War, using evidence to explain and justify their thinking.</p>	<p><b>Purpose of Task:</b> The purpose of this task is to develop a critical understanding of strategy and why people engaged in conflicts develop and use strategies in order to get what they want. Students will develop and practice analysis, evaluation, drawing conclusions, synthesizing information, and writing for a specific purpose.</p>
<p><b>Background of Students/Learning Progression:</b> Students have explored colonialism and the impact of European settlement on North American and its indigenous peoples. Students have also looked at leadership and legacies to understand why some people and events have an impact over others, and how opportunities are presented - and to whom. In previous units, you have explored the geography, history, and culture of North America. You have built a solid understanding of how culture informs our identity, and how our identities influence our decisions, how we see each other and how we see our world. Conflicts and competition shaped how North America was colonized and how different groups were viewed and treated.</p>	<p><b>Ensure all competencies are addressed in the task:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes, all competencies are addressed</li> <li><input type="checkbox"/> No - Task needs modification</li> </ul>
<p><b>Getting Started:</b></p> <p>Begin by posing the following question:</p> <ul style="list-style-type: none"> <li>• What is an alliance?</li> </ul> <p>Students will have varied experience with this term. Write it on a piece of chart paper and ask students to use a Post-It note to write down questions about the word or ideas they have about its meaning. Students may not really understand the word so draw a square or circle around “alli” and ask them if they have ever heard the term ally before? What is an ally?</p> <p>Use the word in a sentence: “My friend was my ally when another student made fun of my sneakers.” What is the friend doing in this situation that would make him or her an “ally?” Once you work through an understanding of the term “ally” shift to “alliance.” A definition of alliance that will be useful for students in this unit of study:</p> <ul style="list-style-type: none"> <li>• a bond or relationship formed because of similar interests. Nations form alliances for assistance and protection.</li> </ul>	

Create an anchor chart with this word and its definition - developed with children. Ask them each to draw a picture of the word “alliance” and place their Post-It around the word and its definition.

Next, students will get into small groups and read [“What Were They Fighting For?”](#) In small groups. This reading comes from the National Park Service and is accompanied by a map. Students should jigsaw the reading:

- The Native Americans
- The British
- The French

As they read individually or in small groups, they should annotate the text and take notes in their notebooks. Give the group a copy of the map to look over and take notes on as well.

After they have read, students should use guided questions to facilitate a discussion and complete a graphic organizer in their notebooks in any way they choose. The example here is just an example. Students should have the freedom to create their organizer any way that works best for them.

American Indians	French	British
Wanted to continue their lifestyle and trade with Europeans	Wanted to control the American Indian fur trade on all the land they claimed	Wanted to settle the land west of the Allegheny Mountains for farming
Needed land and forests, trading partners without settlement	Needed to make sure British traders did not cut into their trade	Needed to have uncooperative people (French or American Indians) out of the way

Readings	Guiding Questions for Groups	Key Teaching Points
<a href="#">What Were They Fighting For? from the National Park Service</a>  <a href="#">Map of contested land from the National Park Service</a>	<ul style="list-style-type: none"> <li>• Who originally lived and took care of the land and what happened to change that?</li> <li>• What did the French want with the land?</li> <li>• How did the French develop an alliance with the Native Americans?</li> <li>• What did the British want with the land?</li> <li>• How did the British develop an alliance with the Native Americans?</li> </ul>	<ul style="list-style-type: none"> <li>• The American Indians lived on the land</li> <li>• They were fighting to maintain control of their land and their future</li> <li>• They wanted trade without settlement</li> <li>• The French claimed the land</li> <li>• They wanted control of the waterways and the American Indian trade</li> <li>• The British also claimed the land</li> <li>• The British settlers wanted to farm the land, the land speculators wanted to sell it to farmers, and the traders wanted to trade with the American Indians</li> </ul>

After small groups have taken notes and used the guiding questions to create an organizer, have groups present to each other and take notes on what another group found important. They should use a different color ink to write down the ideas they get from another group so they can track their thinking.

After sharing between groups, bring the entire class together and come back to your anchor chart with the word “alliance.” What is the connection between what you have read and the work we did previously to understand the word “alliance?” How might the idea of an alliance be important to the war that eventually breaks out between these three groups?

After students have had time to talk it through in small groups and as a class, ask them to reflect in their notebooks about their ideas and what they heard from their classmates.

### Making Meaning:

Ask students to turn and talk to a partner about the concept of war. What is war? Students should write down their ideas on Post-It Notes, one note per idea. The pair must agree on an idea before it goes on the Post-It Note.

Next, join two pairs together and have them share out their sticky notes. They must combine like ideas and generate sticky notes that represent the ideas of the two groups.

On a piece of chart paper, have one team bring up their Post-It Notes and place them in a row. Next, have groups come up and place their sticky notes with like stickies. Group them, draw circles around them - indicate which stickies are similar or related, and which are not. Read out the stickies and ask students to talk about their ideas about war:

- Why do people go to war?
- What is the purpose of war?
- How might our word **alliance** be connected to the word war?

Have groups answer these questions in their notebooks and share them out to the class. One person from each group should share the ideas they came up with. They should leave a space in their notebooks to capture the ideas of others.

Ask students to write down a connection they see between the concepts of war and alliance and place it round the word “alliance” on the anchor chart developed in the “Getting Started” section.

Using the [slidedeck](#) provided, explain that we are going to explore the concept of war more deeply to understand why war is a response to conflicts that arise between groups.

#### My ideas about war

Question:  
Why do  
people go  
to war?

My group thinks  
people go to  
war to get more  
land.

In the class share  
out, I heard a  
group say they  
thought it was  
because they  
wanted freedom.

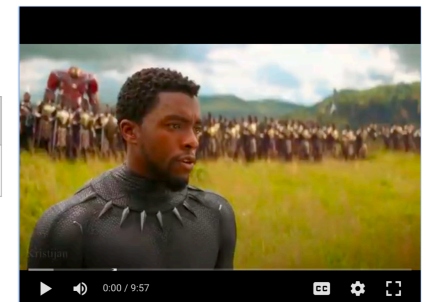
### Black Panther - Observe and Notice

As you watch this scene, pay careful attention to what individuals are doing - the Wakanda warriors, the Avengers, and the attacking aliens.

Wakanda Warriors	Avengers	Aliens

Write down what you see happening in each group. You may need to watch the clip more than once to do this.

Then share with a partner or in a group.



First, we will watch about 3 minutes from the movie *Black Panther* and observe the behaviors and responses of three different groups - the Wakanda warriors, the Avengers, and the aliens. Think about what you notice - how are people preparing, and why are they preparing in this way?

- Notice Wakanda warriors and Avengers are standing in rows - why do you think this is?
- Notice how the aliens approach the Wakandans and the Avengers. What are they doing?
- How are groups communicating?
- Why do you think it has come to this - a war between groups?

### First Read

Watch the clip just to observe and comprehend. Think about how well you understand what is happening.

### Second Read (and subsequent viewings as needed)

Engage in noticing and wondering. In your notebooks, keep track of what is happening, and what different groups are doing. It is OK to watch the clip more than once, with a different focus on a different group. Jot down ideas to the following questions:

- What do you think is the purpose for war?
- How does war resolve conflicts? (Or does it?)

### Image Exploration

In the slidedeck after the movie clip, you will see an image.

- On Slide 2, you will ask students to look at the image and call out what they see. This will be quick - 5 minutes.
- On Slide 3, direct students to start at the top left corner and not take their eyes off of it. They should slowly move their eyes just across the top of the image. They can see shades of gray, what looks like smoke, and more smoke in the distance. You are modeling this as you move your eyes across the image. Tell students that once they reach the end, they will return to the right side, move their eyes down slightly, and go back over the image again. They will scan from side to side until they get to the bottom of the image. While they are doing this, they should jot down what they see in their notebooks. It is also OK to give them a copy of the image to paste into their notebooks. They can circle aspects of the image.
- On Slides 4 through 7, one small piece of the image is circled. Go through each slide with the students, asking each time what is happening in this part of the image and what you think it tells us about war. Write down what they say about each element.
- On Slide 8, the image is clear of any markings. Ask them to scan the image again and see if they find something they did not the first time. They can talk in small groups or with partners. Have them ask questions of the image and attempt to answer those questions with information from the image.
- On Slide 9, students have a new image. Give them a hard copy of the image and ask them to work with a partner to circle what they notice and believe to be important when trying to explain and understand the concept of war and more specifically the French and Indian War. They should talk in their



small groups, record information in their notebooks, and then share their observations with the whole class while the teacher records their ideas on the image projected on the whiteboard.

Revisit the two questions from the video clip:

- What do you think is the purpose for war?
- How does war resolve conflicts? (Or does it?)

How might these images give you more ideas about the answers?

After you have generated additional ideas around these questions, meet in groups to discuss your noticings and your wonderings from the video clip and the images. How did you answer the questions? Once you have talked about the clip and the images and how they help you to better understand the nature of war, your group will create a visual that explains why you believe people go to war. This visual can be only pictures, a mix of pictures and words, or just words. But you will present your visual to your peers.

Students will have about 15 minutes to develop their visual on chart paper, and will hang it up around the room. Before students present, have them gallery walk the visuals. Each student should leave a Post-It Note on each group's visual. This Post-It Note should do one of the following:

- Pose a question about the group's visual
- Provide some feedback about what worked well about their visual and why
- Provide some feedback about what was confusing about their visual and why

Groups should then reassemble and review the Post-It Notes left by their peers. If there are any questions, the group should plan to address them in their presentation. The group can also use feedback to make any adjustments and changes to their visual before they present. Give students time to make decisions about the Post-It Notes.

Once groups have read through the sticky notes and made any changes, each group will present their visual. They will:

- What they hoped to communicate about war through the visual
- Explain their choices about how it helps to communicate their thinking
- Address questions, either on Post-Its or from the audience after their presentation

Teachers: Please make sure students have access to this guidance so that they can speak to the purpose of this activity.

After groups present and students have had opportunities to ask questions, have each student reflect in their notebooks about war and how they understand this concept after this lesson.

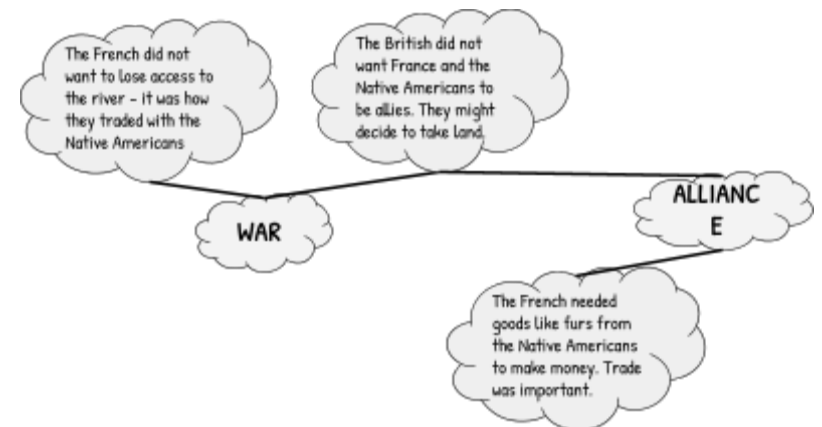
Students have dug into the concept of war and alliance. Now they are going to apply their knowledge and understandings to the French and Indian War, also referred to as the Seven Years War.

**Background for teachers:** The French and Indian War began in 1754 and ended with the Treaty of Paris in 1763. This war emerged as France took control of land to the north and the English took control of land along the eastern seaboard. This left a swatch of land unclaimed called the Ohio River Valley. On the map, the tan area represents this area, as well as how the British and the French were fortifying themselves to take control of it.

This area was important because of the Ohio River and how it would provide access from the colonies to other parts of North America, including the Great Lakes. Britain and France were also old rivals, and allowing the other to have a foothold in North America would have meant a perceived loss of power. Therefore, Britain wanted to lay claim to increasing its wealth and power. The French and the American Indians formed an alliance over a shared desire to keep the British out - they had decimated the American Indian population and taken land by force. The war provided Great Britain enormous territorial gains in North America, but disputes over subsequent frontier policy and paying the war's expenses led to colonial discontent, and ultimately to the American Revolution.

**Students should first explore the resources with little information from teachers.** The teacher's main focus at this point should be to facilitate students' skills in research, reading for information, and engaging in comprehension strategies so that students can draw accurate and insightful conclusions about the French and Indian War and its impact on several groups - Native Americans, French traders, colonists, Great Britain, enslaved people, women and children.

Students can use a guiding question to shape their inquiry. This question should be developed with students, not given to them. On a piece of chart paper, explain to students that they will be investigating an event called the French and Indian War in more depth. In “Getting Started” they explored the concept of alliance and read some information about the war. Using their notes, have students brainstorm questions and write them on the chart paper. Once they have asked all the questions they can, review them with the students in two ways:



- First, read each question and ask if we have the knowledge to answer it right now - either from the article or from our past experiences. If yes, place a check mark next to the question.
- Next, read each question and make a decision if the answer to that question will lead us to deeper understanding of the event **AND** the concepts of war and alliance. If yes, put another check mark next to the question.

Students can use these questions to determine what is important as they read and research. They can collect information in a variety of ways in their notebooks. If students are struggling with how to collect information, they can look at [these examples](#).

If students develop other ways to track information, take a picture of their notebook and share it with your coach and the students.

**NOTE: Do not pre-teach the word “treaty.”** Students will have prior knowledge from Unit 1 and their study of Native Americans. Use this as an opportunity to formatively assess their understanding and their ability to transfer their knowledge to this new situation.

The centers appear on the next page.

## Centers

Question	Resources	Guiding Questions
<ul style="list-style-type: none"> <li>• Why do countries go to war?</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction: <a href="#">What is War?</a></li> <li>• Nonfiction: <a href="#">Why Did the French and Indian War Take Place?</a></li> <li>• <a href="#">Biography Cards - student exploration</a> (not all need to read by all students) and <a href="#">artifact explanations that go with them</a></li> <li>• Video: <a href="#">French and Indian War</a></li> </ul>	<ul style="list-style-type: none"> <li>• How do you think disagreements should be resolved?</li> <li>• How are the ideas about land different between Native Americans and Europeans?</li> <li>• What is the point of war?</li> </ul>
<ul style="list-style-type: none"> <li>• What causes conflicts between groups and/or countries?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">French and Indian War Timeline</a></li> <li>• Map: <a href="#">French and Indian War Forts</a></li> <li>• Video: <a href="#">The French and Indian War Explained</a></li> <li>• Image: <a href="#">General Johnson</a></li> <li>• Nonfiction: <a href="#">Trip to the Fort</a></li> <li>• Primary Document Activity: <a href="#">Fort Necessity Surrender Agreement</a> and <a href="#">How Did That Happen?</a></li> </ul>	<ul style="list-style-type: none"> <li>• While the British won the French and Indian War in 1763, they did not win every battle. The Battle of Fort Necessity was a battle they lost. Read the surrender document and see if you can figure out what really happened.</li> </ul>

<ul style="list-style-type: none"> <li>What solutions does a war pose for both sides?</li> </ul>	<ul style="list-style-type: none"> <li>Primary Document: <a href="#">Letter from Benjamin Franklin to a Lord in London</a></li> <li>Primary Document: <a href="#">An American Looks Back at British Victory in the French and Indian War, 1763</a></li> <li>Video: <a href="#">BrainPop - French and Indian War</a></li> <li>Video: <a href="#">More on the French and Indian War</a></li> <li>Map: <a href="#">Pre- and Post-War boundaries</a></li> </ul>	<ul style="list-style-type: none"> <li>What is the impact of war for the winners?</li> <li>What is the impact of war for the losers?</li> <li>How do you think war has shaped American history?</li> <li>How has war personally affected you?</li> </ul>
<ul style="list-style-type: none"> <li>Select or create your own question to explore and answer.</li> </ul>	<ul style="list-style-type: none"> <li>Use the resources above or library databases like PebbleGo to search for information in order to answer your question.</li> <li>With your teacher's guidance, you can try Google for information, too.</li> </ul>	<ul style="list-style-type: none"> <li>Consider why countries or groups might go to war. What happens to people during war?</li> </ul>

### Create and Produce:

Students have collected information about the French and Indian War and explored three perspectives: the British, the French and the Native American. Before students begin on their work in this part of the learning cycle, it is important to verify that they understand the following:

- The war was about who would have control of certain rivers and waterways - this would mean access to other parts of the colonies.
- The war also had other impacts - established Britain as a powerful enemy and gave them more control; it also weakened Native Americans and their fight against colonization.
- The war was very expensive for Britain - this is important and a reason why they lost the American Revolution.

### So What Now?

What do you think the British, French or Native Americans should have done after the war? Use the source materials provided - along with all you have learned about these groups in this unit and others, to develop your own theory about what these groups did once Britain defeated the French and Native Americans.

You have explored the idea of alliance and seen the importance of alliances when combatting a perceived enemy or fighting against an idea or a group that does not have your best interests at heart. This will be an opinion piece, so pick a group - either the British, the French or the Native Americans - and consider

### Create and Produce

Watch this video from NBC Learn about the end of the French and Indian War. Pay attention to how the colonists felt after defeating the French and how that may influence their ideas and behavior. Think about Native Americans and what they had to consider after losing this war.



what you believe would have been the best course of action for them after the French and Indian War. Students should [read/watch this slide deck](#).

As you read and watch the information presented, think about all the reasons the different groups had to be upset - Why were the British upset? What about the colonists? And the Native Americans? How did their attitudes about what was happening impact each other?

Once you have read and watched the videos, consider how you want to respond to this question:

- What should the British, French, or Native Americans have done after the French and Indian War? Why should they have done this?

**NOTE:** Students will need a lot of support in making inferences from these texts and videos. This is a good time to pair them up or have them work in groups to generate inferences that they can share with the teacher and each other.

**Potential Writing Mini lessons: See Jennifer Serravallo's Writing Strategies book**

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| <ul style="list-style-type: none"><li>• Choosing and developing an idea<ul style="list-style-type: none"><li>○ "The So What? Rule" - 4.19, p. 154</li><li>○ "Focus on An Issue" - 4.21, p. 156</li><li>○ "Ask Questions to Focus" - 4.7, p. 142</li><li>○ "Find Your Passion to Focus" - 4.8, p. 143</li><li>○ "Imagine Your Audience and Consider Your Purpose" - 4.9, p. 144</li></ul></li><li>• Organizing events/Sequence<ul style="list-style-type: none"><li>○ "Start With A Plan In Mind" - 5.18, p. 185</li><li>○ "Write the Bones" - 5.39, p. 206</li><li>○ "Problem-Solution Structure for Persuasive Writing" - 5.3, p. 197</li><li>○ "Support Your Facts" - 6.22, p. 233</li></ul></li><li>• Providing more than one reason for opinions<ul style="list-style-type: none"><li>○ "Subtopics Hiding in Topics" - 3.30, p. 123</li><li>○ "Start With An Outlandish Claim" - 3.38, p. 131</li></ul></li><li>• Word Choice<ul style="list-style-type: none"><li>○ "Write With Authority" - 7.2, p. 263</li><li>○ "Precise Nouns" - 7.3, p. 264</li><li>○ "Surprising Verbs" - 7.27, p. 289</li><li>○ "Vary Words to Eliminate Repetition" - 7.18, p. 279</li></ul></li><li>• Using transition words and phrases<ul style="list-style-type: none"><li>○ First, Next, Then, In addition to, Also ...</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Using clauses<ul style="list-style-type: none"><li>○ "Group Words for Comprehension: Commas" - 9.14, p. 337</li><li>○ "Voice Comma" - 9.13, p. 336</li><li>○ "Creating Complex Sentences" - 9.24, p. 347</li><li>○ "Creating Compound Sentences" - 9.25, p. 348</li><li>○ "Revising Run-on Sentences" - 9.23, p. 346</li></ul></li><li>• Revision<ul style="list-style-type: none"><li>○ "Using Partners to Make Writing More Readable" 10.2, p. 365</li><li>○ "Tell Me: Does It Make Sense?" - 10.7, p. 370</li><li>○ "PQP (Praise, Question, Polish)" - 10.10, p. 373</li></ul></li><li>• Publishing<ul style="list-style-type: none"><li>○ Add a cover and an illustration</li><li>○ "Author's Chair" - the author shares their work</li><li>○ Gallery Walk</li><li>○ Author-Illustrator match-up (p. 386)</li><li>○ Powerful Lines - authors pick one</li></ul></li></ul> |
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- “Moving From Chunk to Chunk” - 5.16, p. 183
- Writing a conclusion that details the impact of change on the writer (using author’s note as a mentor text).
  - “Coming Full Circle” - 5.35, p. 202
  - “Conclude With the Big Idea” - 5.37, p. 204

strong example of powerful language from their piece and write it on a Post-It or sentence strip to hang up

**Remember,** students looked at opinion writing when they wrote about being a leader in Unit 2, Topic 2. You can revisit this with them if you need to review opinion writing.

Have students peer review and make changes to their drafts. Use some of the mini lessons above for ideas about training students to be effective peer editors.

### Communicate and Present:

Have three pieces of chart paper hanging around the room: The British, The French, The Native Americans.

Assemble groups of four. Each student will read their piece to their group. Each group will come up with a statement that explains what the group should have or could have done based on the topics of the essays. For example, if no one wrote about the French, then the group would not come up with a statement. If two people wrote about the British, then two statements should appear on the chart paper.

When the group is ready, they should write their statements on the appropriate chart paper.

Students will gallery walk the chart paper individually. They should have their notebooks with them and write down any ideas or thoughts they have as they read the statements and consider other students’ opinions.

After the gallery walk, the teacher will bring students together in their original groups. These groups should talk about what they read and what they thought about as they walked, and debate the different ideas based on evidence they have collected. What seems like a really good opinion? What seems risky or in need of more support?

### Reflection:

In their Humanities notebooks, students will reflect on the following question:

- What is the purpose of war?

<p>The teacher should have some groups share their ideas and ask if they have come up with new ideas based on what they have read.</p>	
<p><b>Notes:</b></p> <p><b>Establishing Routines for Writer’s Workshop and Writer’s Notebook:</b></p> <p>Prior to engaging in this task, it will be important to introduce the purpose for the writer's notebook and establish norms. Students should have time each day to write in their notebook.</p> <ul style="list-style-type: none"> <li>○ Make the writer’s notebook your own (decorating the notebook to reflect the writer)</li> <li>○ Writer’s Notebooks are for <b>all types</b> of writing and can contain the following: drawings, lists, thoughts, stories, questions and wonderings, poems, a sentence for a future writing piece, etc.</li> <li>○ Writing for the whole time you are given: Pencil to paper even when we aren’t sure what to write and we are writing words over again, drawing sketches, writing about what seems “off topic.”</li> <li>○ Sharing and displaying routines like notebook museum, partner sharing, and whole class share where 4-5 students are selected to share with the whole class.</li> <li>○ Writer’s notebooks should not be scored or read by the teacher unless the student grants permission</li> </ul>	<p><b>Complete File with Resources and Task:</b></p> <p>Grade 5 Unit 3, Topic 1</p>

<b>Topic #: 2</b>	<b>Topic Name: Road to Revolution</b>	<b>Duration:</b> Recommended: 15 days
<b>Topic Description:</b> Students will explore, examine and analyze events and people who influenced the decision to go to war with Great Britain. They will look at multiple perspectives of the impact these events and people had on women, enslaved people, freed Blacks, and Native Americans. Students will move through centers to build background knowledge and gain insight. Students will then write dueling poems - they will write two poems about events that occurred before the colonies declared their independence from different perspectives to explore how rebellion against Britain impacted people other than white, male landowners. Students will also create an artistic representation that will bring the two poems together and add to the cohesiveness of the overall demonstration of learning.		
<b>Competencies Addressed:</b>  <b>RLA.5.RCCM.1</b> I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. <b>RLA.5.RCCM.2</b> I can analyze an author's craft and a text's structure when making meaning. <b>RLA.5.RCCM.3</b> I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. <b>RLA.5.LL.2</b> I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. <b>RLA.5.LL.3</b> Select strategies with guidance to make sense of text. (e.g., asking questions, making inferences, using context clues, etc.) <b>RLA.5.WRI.1</b> I can write opinion pieces, supporting a point of view with reasons and information. <b>RLA.5.WRI.3</b> I can write narratives to develop real or imagined experiences or events. (W3) <b>RLA.5.WRI.4</b> I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. <b>RLA.5.COM.1</b> I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. <b>RLA.5.COM.2</b> I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media when presenting my knowledge and ideas. <b>RLA.5.RES.1</b> I can conduct short research projects. <b>RLA.5.RES.2</b> I can gather relevant information and use it to create original work, avoiding plagiarism and		<b>Essential Question and Enduring Understanding Addressed in this Topic:</b> <ul style="list-style-type: none"> <li>• What does it mean to be free? (Year-long essential question)</li> <li>• What - and to whom - does it mean to be a "hero?"</li> <li>• <b>Being a hero is all about your point of view.</b> One person's hero can be another person's enemy. It depends on where you stand on an issue, belief or idea. James Lafayette is considered a hero of the American Revolution for spying on the British and providing George Washington with valuable intelligence. Yet, the British would view him as a villain who betrayed them and contributed to their loss of the war. For the Americans, Benedict Arnold was a villain to the Patriots for providing the British with information that caused the Continental Army to lose battles. But for the British, he is heroic for risking his life - and ultimately giving his life - to Great Britain.</li> </ul>

<p>providing a list of sources.</p> <p><b>SS.5.CVC.2</b> Identify and explain how civic virtues and democratic principles influence people, both past and present.(3.4-5, 5.3)</p> <p><b>SS.5.CVC.3</b> Draw conclusions about how policies shape and influence a society, and how a society can influence policy.</p> <p><b>SS.5.HIS.2</b> Explain how perspectives of a historical event or period depend on context and shape their stories.</p> <p><b>SS.5.HIS.3</b> Select, compare, and use different sources to learn about the past.</p> <p><b>SS.5.HIS.4</b> Draw conclusions about causes and effects of events in the past.</p> <p><b>SS.5.ECO.3</b> I can explain how governments fund themselves. (3.4)</p> <p><b>SS.5.INQ.2</b> I can apply disciplinary concepts and tools.</p>	
<p><b>In this Topic, students will know:</b></p> <ul style="list-style-type: none"> <li>• Heroes and villains are a matter of perspective</li> <li>• No taxation without representation means that Colonists wanted a say in the taxes they were being forced to pay</li> <li>• Protest comes in many forms (i.e., Boston Tea Party, Boston Massacre, response to the Sugar Act)</li> <li>• Various legislation like The Townshend Acts, the Tea Act were enacted without the input of the colonies' leadership.</li> <li>• Not all colonists were against the King - some did not want to go to war against Great Britain.</li> <li>• The origin and result of the Intolerable Acts.</li> <li>• How the legislation and policy of Britain impacted Native Americans, enslaved people, freed Blacks and women.</li> <li>• Art can be a form of protest.</li> </ul>	<p><b>Topic Vocabulary:</b></p> <p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Rebel</li> <li>• Revolutionary</li> <li>• Act</li> <li>• Legislation</li> <li>• Policy</li> <li>• Politics</li> <li>• Colonial</li> <li>• Patriot</li> <li>• Loyalist</li> <li>• Enemy/Villain</li> <li>• Hero</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Sugar Act</li> <li>• Townshend Acts</li> <li>• Stamp Act</li> <li>• Alexander Hamilton</li> <li>• Aaron Burr</li> <li>• British, King George</li> <li>• Colonists</li> </ul>

**In this Topic, students will be able to:**

- Determining key ideas to draw conclusions from text **(RCCM.1)**
- Make inferences based on evidence from the text **(RCCM.1)**
- Compare and contrast two or more main ideas **(RCCM.1)**
- Determine the meaning of key words and phrases **(RCCM.2)**
- Analyze and describe multiple accounts of the about the same topic noting important similarities and differences **(RCCM.2)**
- Describe how a narrator's or speaker's point of view influences how events are described **(RCCM.2)**
- Compare and contrast the ideas, concepts and information in multiple texts **(RCCM.2)**
- Use information gained from illustrations or images **(RCCM.3)**
- Compare and contrast important points from multiple texts **(RCCM.3)**
- Use information from multiple print or digital sources to develop an understanding of a topic or issue **(RCCM.3)**
- Identify evidence from a source used to support answering a question **(RCCM.3)**
- Using context clues, use Greek and Latin affixes and roots or consult reference materials to determine or clarify the meaning of unknown words and phrases **(LL.2)**
- Demonstrate and understanding of figurative language, word relationships and nuances in word meanings **(LL.2)**
- Apply strategies (asking questions, making inferences, using context clues) when my comprehension breaks down **(LL.3)**
- Write an opinion and support with evidence from text **(WRI.1)**
- Use concrete word and descriptive details to precisely convey experiences and events **(WRI.3)**
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience **(WRI.4)**
- Develop and strengthen writing by planning, revising, editing, rewriting and trying a new approach **(WRI.4)**
- Actively and appropriately collaborate with others **(COM.1)**
- Present an opinion by speaking clearly at an understandable pace **(COM. 2)**
- Use sources to gather information, draw conclusions, and answer questions to developed questions **(RES. 1)**
- Summarize or paraphrase information by taking relevant notes on sources **(RES. 2)**
- Analyze the core civic values and democratic principles that guide government, society, and communities **(CVC.2)**
- Examine how civic values and democratic principles shape people and events in the past **(CVC.2)**
- Explain historical and contemporary means of changing society. **(CVC.3)**

**Plan for Student Reflection:**

Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Explain how perspectives of a historical event or period depend on context and shape their stories. <b>(HIS.2)</b></li><li>• Use various sources to compare information from the past, including any instances of bias <b>(HIS.3)</b></li><li>• Distinguish between primary and secondary sources <b>(HIS.3)</b></li><li>• Evaluate the usefulness of a historical source relevant to a particular topic <b>(HIS. 3)</b></li><li>• Draw conclusions about cause and effect <b>(HIS.4)</b></li><li>• Explain how governments fund themselves <b>(ECO.3)</b></li><li>• <b>Determine which tools and strategies are most appropriate when conducting investigations on relevant content (INQ.2)</b></li></ul> |  |
|--|--|

## Task Development

The task follows the [Learning Cycle Model](#) that drives teaching and learning in Naugatuck Public Schools.

<b>Task Title: Road to Revolution</b>	<b>Grade Level and Unit: 5th Grade Unit 3, Topic 2</b>
<b>Description of Task:</b> Students will write dueling poems - they will write two poems about events that occurred before the colonies declared their independence from different perspectives to explore how rebellion against Britain impacted people other than white, male landowners. Students will also create an artistic representation that will bring the two poems together and add to the cohesiveness of the overall demonstration of learning.	<b>Purpose of Task:</b> The purpose of this task is to develop a critical understanding of how perspective - and dominant perspective - determines the meaning of historical events and people through evidence-gathering, analysis, evaluation and synthesis.
<b>Background of Students/Learning Progression:</b> Students have explored the nature of an alliance and its relationship to war. Students have also spent some time considering the purpose and nature of war and why countries choose to go to war. This is connected to their previous study of leadership and the concept of legacies - the lasting impression that is left from someone or something. In previous units, students have explored the geography, history, and culture of North America. You have built a solid understanding of how culture informs our identity, and how our identities influence our decisions, how we see each other and how we see our world. Conflict has shaped people and events in North America, impacting their identity.	<b>Ensure all competencies are addressed in the task:</b> <input type="checkbox"/> Yes, all competencies are addressed <input type="checkbox"/> No - Task needs modification
<b>Getting Started:</b>  As this part of the unit begins, students will explore how perspective shapes our understanding of “enemy” and “hero.”  First, have students write in their notebooks about the terms “enemy” and “hero.” What do they mean to them? How do you know who is an enemy and who is a hero? After students have written in their notebooks, ask them to get up and go to a “station” set up in one part of the room. Each station is the same and should have two pieces of chart paper hanging up, one with the word “ENEMY” written on it, and one with the word “HERO” written on it. Each group of students will congregate around the two pieces of chart paper and write down their ideas to this question: <ul style="list-style-type: none"><li>• How do we know who is an enemy or who is a hero?</li></ul> Allow students to work in their groups standing up near a chart paper station. After a few minutes have them switch to a different station and review the ideas of the peers who were there before them, and talk about the question, adding to the chart paper. When they return to their seats, have them speak with other people at their table about how we know who is an enemy and who is a hero. They should write down new ideas and new thinking in their notebooks.	

At this point, the teacher can look around the room and ask students if they see any patterns in the three stations. Was any idea common? Use the three sets and create one anchor chart for the word “ENEMY” and one anchor chart for the word “HERO” with student input. This should be totally student driven. Leave space on the anchor chart for changes and additions, even subtractions. Use different colors to note what was original and what is new thinking during this part of the unit. Once you have these anchor charts, ensure that everyone agrees with how the terms have been defined and how they have explained the difference.

**NOTE:** It is critical not to give away the learning - don’t point out any paradoxes or contradictions. This will come in the next phases of learning.

### **Making Meaning:**

Refresh students’ memories by referring to the “ENEMY” and “HERO” anchor charts and how they have chosen to determine what or who is an enemy and what or who is a hero. Is there anything they want to add at this point?

Next, ask students to write in their notebooks how they know an enemy or a hero when they see one. What makes someone an enemy? What makes someone a hero? They should write in their notebooks and then share their ideas together at their tables or groups. They can add to their ideas during and after their group discussions. Students should sketch, write, doodle - whatever will provide them with a comprehensive record of their thinking.

Tell students that they are going to watch some short film clips in [this slidedeck](#) and ask them to write about how this character is a hero. They **must** write about how this character is a hero. There is no other option. This is an exercise in audience and values - can a student determine who is the audience for a particular character or person, and why might some view them as heroic or villainous.

After the third film clip, students should write about Thanos as a hero. After they write, have them talk in small groups to talk about the experience of writing about Thanos as a hero.

- Did it feel uncomfortable to do this? Why or why not?
- Did you agree or disagree with what you wrote? Why or why not?

When viewed as objectively as possible, Thanos’ actions could make him a hero because he seems to have a sense of nobility. Below is a chart for teachers to understand the character of Thanos and why he could not be a hero.

Why he could be a hero	Why he is an enemy (villain)
Thanos cares about something bigger than himself - this sounds like a hero. He doesn’t want the power of the Infinity Stones to rule the world or be the most powerful, he wants to fix a real and terrible problem - the end of the universe. Thanos saw firsthand on his own planet what happens when	But Thanos is a villain not because of why he wants to act, but what he wants to do to accomplish it. He invades planets who haven’t asked for help and murders its people, insisting he knows better than they do. He tears families and communities apart, leaving the “survivors” behind to live in a

civilization recklessly exceeds its own limits. He saw it coming and was powerless to stop it, which is why he's convinced he must help stop it from happening again. That should be the backstory of a hero, the kind who bravely stands against the evil forces who would rather let people die than do the right thing. His motivations are clear, understandable, and theoretically noble. And as we saw with Gamora, he does feel pain, but he will shoulder the personal cost of doing the right thing because he's not as important as everyone else.

All of that makes him empathetic, which is why we connect with him. We see his point of view and understand that something must be done.

world of pain and loss. The cost of his noble plans doesn't matter, only the results.

Thanos could snap his fingers and create more food, generate more resources, make more planets for people to live on - but he doesn't. Instead, he violates what the universe believes and values.

He invades planets who do not ask for help - he takes away their freedom to self-rule and self-determination. His way is the best way - America does not work like this.

He values the why - saving the universe - but he does not value the what - people. He wants the outcome he wants - no matter the cost.

Heroes and enemies in our society and culture are determined by our beliefs and values. So while you could argue for Thanos being a hero, he ultimately cannot be one because he violates the society's beliefs and values. This will always make him a villain. [Refer to this slide](#) when facilitating the discussion students will have about their own writing about Thanos and why he will ultimately be considered an enemy according to what the society values. When you are discussing with students and having students discuss in their groups, consider the idea that eliminating half the universe's population was not a requirement - it is the solution Thanos came up with - so what other possibilities exist? Gamora tells him in the first clip that perhaps what he thinks will happen - the depletion of resources and the suffering of people - may not come to pass. Perhaps the universe's inhabitants will come up with other solutions. He could have snapped his fingers and created more food, increased resources and access to habitable environments. What else do you think would have assisted humanity?

So how do we know who is a hero and who is a villain in our own history? That's complicated. Students will get into groups to watch some videos about the colonies and develop information that will go into a co-created anchor chart about Colonial values and British values - and the paradoxes of each. On the next page, you will see an example of an anchor chart to guide your planning and instruction. Students will identify and justify the following:

1. What do the colonies believe and value?
2. What do the British believe and value?
3. Based on that, what qualities would a Colonist hero have? What qualities would a British hero have?

## Making Meaning

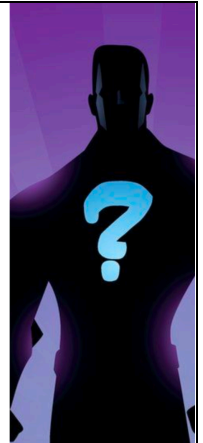
Perspective-Taking: **WHAT** is Thanos?

Thanos wants to save humanity - he sees the universe as overpopulated, with too many people needing resources that are finite - meaning that there is not enough to feed and care for everyone. He sees people and planets suffering. He wants to help.

But .... He could snap his fingers and do anything - create more food, make more planets ... he could do anything, but he chooses to destroy life. He sees himself making the hard choice because no one else can or will do it.

Is this true?

You are a hero or a villain depending on what your society or culture believes and values - what does Thanos' universe believe and value?



BRITISH	COLONIES
BELIEFS & VALUES	BELIEFS & VALUES
British believe that they own the colonies through their investment in settlements and colonies	Colonists believe in their right to make their own decisions about the colonies
British value obedience - the king is in charge and does what is best	Colonists value their freedom to make decisions about rules, laws, and where to settle.

Not all groups will be watching the same videos, so when they come together to share information, use the chart below to ensure some critical information is uncovered and shared.

### **GROUP WORK**

<b><u>Group 1</u></b>  <b>Videos:</b> John Locke and Elizabeth Freeman  <b>Artifact:</b> Quote by John Locke  <a href="#">Slide deck here</a>	<b><u>Group 2</u></b>  <b>Videos:</b> John Locke and Africans in the Colonies  <b>Artifact:</b> Quotes from Harriet Ann Jacobs' autobiography  <a href="#">Slide deck here</a>	<b><u>Group 3</u></b>  <b>Videos:</b> The King and I and Proclamation of 1763  <b>Artifact:</b> Quote by King George III  <a href="#">Slide deck here</a>	<b><u>Group 4</u></b>  <b>Videos:</b> The King and I and Salem Witch Trials  <b>Artifact:</b> Court Transcript by Ann Putnam  <a href="#">Slide deck here</a>
<b><u>Group 5</u></b>  <b>Videos:</b> Parliament and Africans in the Colonies  <b>Artifact:</b> Excerpt from Olaudah Equiano's account  <a href="#">Slide deck here</a>	<b><u>Group 6</u></b>  <b>Videos:</b> Parliament and Women in the Colonies  <b>Artifact:</b> Excerpt from Elizabeth Ashbridge's diary.  <a href="#">Slide deck here</a>	<b><u>Group 7</u></b>  <b>Videos:</b> Declaration of Independence and James Lafayette  <b>Artifact:</b> Excerpt from the Declaration of Independence.  <a href="#">Slide deck here</a>	<b><u>Group 8</u></b>  <b>Videos:</b> Declaration of Independence and Native Americans.  <b>Artifact:</b> Colonial preacher justifies land purchases  <a href="#">Slide deck here</a>

### **For the Teacher ONLY - What should students know after viewing the videos?**

<b>Video</b>	<b>Key Information</b>
Colonial America, Ep. 4: John Locke	<p>John Locke was a philosopher who believed people had natural rights, that government should be by the consent of the people, and that people had a moral obligation to rebel if the government did not work to protect their natural rights.</p> <p>Natural rights include: life, liberty, and property.</p> <p><b>Life:</b> To live how you want as long as it doesn't hurt anyone else.</p> <p><b>Liberty:</b> No one can imprison you against your will.</p> <p><b>Property:</b> Right to things that help you survive and be happy - houses, weapons, tools,</p>

	<p>animals, etc.</p> <p><b>Consent of the people:</b> the people will give up some rights to elect people to protect those rights. (Government)</p> <p><b>Moral obligation to rebel:</b> If the government starts to take away rights, the people have the right to get rid of that government.</p>
Road to Rebellion, Ep. 1: The King and I	<p><b>Mercantilism:</b> The government should regulate the economy. This way, no other country can take away any money to be earned on goods, services and land (tobacco, crops, cotton, trees, etc.)</p> <p>Britain buys your raw materials, makes things from them, and sells the finished goods back to you. Britain also let the colonies rule themselves because they were doing so well financially.</p> <p>Recap on French and Indian War - what do students identify as important?</p> <p>England spent a lot of money on the war ... so they needed more money. King George decided to tax the colonists. This was a way to raise money - the colonists would have to pay a little extra for things and that money would go directly to Britain.</p> <p><b>Sugar Act</b> - made items cheaper so that smugglers would not make any money. This angered the colonists, who smuggled sugar items.</p> <p><b>Currency Act</b> - only gold or silver can be used for money. Colonists had a shortage of gold, so Britain took over the economy and basically ruined it.</p> <p><b>Quartering Act</b> - Colonists had to house soldiers in their own homes and give them food and provisions at their own expense!</p>
Road to Rebellion, Ep. 2: Parliament Taking All My Dough	<p>The French and Indian War left Britain in a lot of debt - they owed a lot of money to other countries.</p> <p>The colonies were being taxed a lot so that Britain could make money and pay off their debt. It was very expensive.</p> <p><b>Stamp Act</b> - anything printed on paper must have a stamp, and the stamp cost money. People would have to pay for the stamp, and it only affected people in the colonies. Tax agents monitored stamps and if you were found without one, you paid a very high fine. It was eventually repealed, but then came the Declaratory Act .... Parliament could pass any law they wanted and it would be unbreakable.</p> <p>Colonists started referring to themselves as American and felt that Britain was taking away their natural rights.</p> <p><b>Sons of Liberty</b> - a secret group that rebelled against Britain. The organized colonists, promoted boycotts of England, and terrorized British officials.</p>

Road to Rebellion, Ep. 4:  
Declaration of Independence

Students studied the Declaration of Independence, the Boston Tea Party, and the Boston Massacre in third and fourth grade. Much of this is a review for them.

The Second Continental Congress made George Washington a general and sent him to assemble an army. They also wrote the Declaration of Independence and sent it to England. Thomas Jefferson is the main author of this document. It was based on NATURAL RIGHTS. This document was an announcement of the moral obligation to rebel.

People to know: Benjamin Franklin, Thomas Jefferson, John Hancock, George Washington, James Madison, John Adams, Sam Adams, and Patrick Henry.

The Group work is designed to play to student strengths. Before putting students in these groups, review the material. Some of the selections are more complex than others, so students can be grouped in ways that allow them to access the material and still reach the same high expectations for their critical thinking. After students have worked on their Group materials and taken notes, they should prepare notes and ideas about what the Colonials valued and what the British valued. They can create T-charts, webs, concept maps, organizers - whatever methodology will be most effective for them.

Once they have compiled notes about British beliefs and values and Colonial beliefs and values, co-create anchor charts with students to keep track of these values. During this Topic, students should refer back to these anchor charts and add to them as they gain deeper insight and understanding. On the top of each anchor chart, write the guiding question:

- What do the colonies believe and value?
- What do the British believe and value?

After the anchor charts are created, have students in groups create a visual about the qualities of a British hero and the qualities of a Colonial hero. They should draw a visual representation of what they think this hero would look like and around the drawing write down the qualities. Have two groups - one for Colonial heroes and one for British heroes. When the groups are done, hang up their charts and notice differences and similarities. A visual representation does **not** necessarily mean a picture. It could be a web, concept map, a combination of a picture and words, or anything else a student creates to help “see” the qualities.

For example, both groups might have written that a Colonial and British hero would be brave. What does that mean? What does that look like? Feel like? Sound like? Remember, the specifics are tied to beliefs and values. So if they pull out information from one of the videos in the group work to support their idea, always consider it from the opposing point of view. For example:

**The Sugar Act** - Britain lowered the cost of sugar. This made it more accessible so people wouldn't need to buy it from Colonial smugglers, who were selling sugar cheaper than the British. This meant that people could buy it legally for the same price and smugglers made no money. This angered the colonists, who were the ones primarily smuggling sugar to avoid paying the British for it.

**British Hero Qualities**

**Colonial Hero Qualities**

Loyal - They believe in the King and that they should do what he asks because they live under his protection.

Clever - The King lowered the price of sugar to put the Colonial smugglers out of business and make it more profitable for England.

Stubborn - They didn't want to acknowledge that the Colonists were upset and might actually have a way to win against them in a war. The King underestimated the colonists when he didn't even read the Declaration of Independence when it was sent to him.

Committed - They believe in their right to self rule and not have to follow British rules if they did not have any say in them. They find ways to avoid British taxes or fight and get them repealed.

Clever - They find ways to hurt the British, like dumping expensive tea in the ocean so Britain can't sell it and make money on it.

Brave - Britain is a strong country with a strong army, and going up against them in a fight doesn't seem smart, but they believe in their right to govern themselves.

So as students consider the different causes and effects, like the Sugar Act and the colonists' response to it, what qualities would a Colonist hero have? What qualities would a British hero have? Students can brainstorm and create their own profile for these different heroes, looking for what makes them the same.

Often, each side is committed to its cause. What makes one side the "enemy" and what makes the other side the "hero" is simply perspective. If you are British and believe strongly that the British have the right to rule over the colonies and pass laws that place responsibility for paying for the French and Indian War on the colonies, then the colonists' upset will seem wrong - as if they are ungrateful for Britain's protection and action against the French.

Look back on what the British believe and what the Colonists believe. There is a fundamental problem - the British believe the King has the power to make the decisions while the colonists believe that they should have the power.

### Investigation:

Students will need a broader background in what the colonies valued and what the British valued. In order to do this, students will engage with centers and make sense of the information in their notebooks regarding values and beliefs. Once they have collected information, they will sit in small groups and draw conclusions about what their perspective is when looking at the British and the Colonists. While many students may be American citizens, not all students in your class will be, and they may have a different perspective. It is important to have students determine what their perspective is and how it impacts how they view the events that occur before the Declaration of Independence is written and the colonies officially declare themselves free of British rule. First, have students go on a fact-finding mission - sifting through information to determine **what it means**. In centers students will explore questions and statements to determine how each group interpreted an event or action.

### Centers

Question	Resources	Guiding Questions
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What do they mean by “No taxation without representation?”	<ul style="list-style-type: none"> <li>● Video: <a href="#">Schoolhouse Rock - No More Kings</a></li> <li>● Nonfiction: <a href="#">No taxation without representation</a></li> <li>● Primary Document: <a href="#">Proceedings of the Stamp Act Congress (excerpt)</a></li> </ul>	<ul style="list-style-type: none"> <li>● What does freedom mean to colonists at this point?</li> <li>● What does freedom mean to the British at this point?</li> <li>● Is Britain the enemy? Explain your thinking.</li> </ul>
What did Britain do that upset people in the colonies?	<ul style="list-style-type: none"> <li>● Video: <a href="#">NBC Learn - Intolerable Acts</a></li> <li>● Nonfiction: <a href="#">The Intolerable Acts</a></li> <li>● Primary Document: <a href="#">Colonists' opinion of British rule</a></li> <li>● Primary Document: <a href="#">British/Colonist Debate</a></li> <li>● Image: <a href="#">British ships in Boston harbor</a></li> </ul>	<ul style="list-style-type: none"> <li>● What does freedom mean to colonists at this point?</li> <li>● What does freedom mean to the British at this point?</li> <li>● Is Britain the enemy? Explain your thinking.</li> <li>● Are colonists heroes? Explain your thinking.</li> </ul>
What did these acts mean for people of color like Native Americans and Africans in America?	<ul style="list-style-type: none"> <li>● Article: <a href="#">Real Reason for the Stamp Act</a></li> <li>● Article: <a href="#">First Continental Congress bans slave trade</a></li> <li>● Video: <a href="#">How the Revolution impacted native peoples</a></li> <li>● Video: <a href="#">Women's roles in the Revolution</a></li> </ul>	<ul style="list-style-type: none"> <li>● What does freedom mean to colonists at this point?</li> <li>● What does freedom mean to the British at this point?</li> <li>● Is Britain the enemy? Explain your thinking.</li> <li>● Are colonists heroes? Explain your thinking.</li> </ul>
Ask your own question and explore these resources for possible ideas about answers.	<ul style="list-style-type: none"> <li>● Video: <a href="#">Would you have joined the American Revolution?</a></li> <li>● Image: <a href="#">Timeline of the Road to Revolution</a></li> <li>● Interactive: <a href="#">DK Findout! American Revolution</a></li> <li>● Video: <a href="#">Boston Massacre</a> (a funny review)</li> <li>● Interactive Book: <a href="#">Abigail and John Adams</a></li> <li>● Use Newsbank on the Destiny system or PebbleGo to search for information.</li> </ul>	<ul style="list-style-type: none"> <li>● What does freedom mean to colonists at this point?</li> <li>● What does freedom mean to the British at this point?</li> <li>● Is Britain the enemy? Explain your thinking.</li> <li>● Are colonists heroes? Explain your thinking.</li> <li>● What does it mean to be heroic, in your opinion? Use evidence from what you have collected during your investigation.</li> </ul>

Students should keep notes and information in their notebooks. They should capture information that relates to the two essential questions:

- What does it mean to be “free”?
- What - and to whom - does it mean to be a “hero?”

Once they have their own ideas about each question articulated in their notebooks, students should take another look at the primary document with [Samuel Seabury and Alexander Hamilton](#). In this primary document, two men are writing from two different perspectives - the perspective that embraces being a British subject and the authority of the King, and the perspective that embraces being independent and having a say in how the government functions and taxes its constituents.

Project [this slide](#) for students and talk about their observations from their work in centers. First, establish the content.

- What is Seabury's position? Why does he feel that way? (Note: the key to understanding is in the word "risk.")
- What is Hamilton's position? Why does he feel that way? (Note: he says America is capable of winning freedom from England as long as she is not "betrayed.") You will need to explain that when countries are written about, the female pronoun "she" is assigned. It is the same for anything to do with ships on the sea.
- This exercise should be about exploring the words these two authors use and why they use them. Words are carefully chosen when defending a position or challenging someone else's position. How does each author use their words to try to weaken the other? (Consider Seabury's use of the word "risk" as a way to show people that Britain has done much to secure their positions and their land (white, male landowners are the audience here!) and why would they want to give up that relationship without trying to repair it first?

### Investigation

Perspective-Taking: A hero or a villain?

Samuel Seabury, a loyalist	My annotations	Alexander Hamilton, a patriot	Hamilton
<p>Seabury sees opposition to the king as a "risk." Why?</p> <p>Seabury wonders why the colonies don't offer a concession. What is that? Why does he say that?</p>		<p>Alexander Hamilton was a college student and 19 years old at the time he wrote these responses to Samuel Seabury. He wrote about his opinion in a letter called "The Farmer Refuted; or, A More Impartial and Comprehensive View of the Dispute between Great Britain and the Colonies." In January 1776.</p> <p>"As to the justice of proceeding in the manner we have done, it must depend upon the necessity of such a mode of carrying on the British Parliament any charge of restricting an unjust authority, and right, and making it by every necessary means."</p> <p>"Several of the colonies are now making preparation for the worst (and indeed the best way to avoid a civil war is to be prepared for it). ..."</p> <p>"From these reflections, it is more than probable that America will be independent in the near future, by the force of arms, if she be not betrayed by her own sons."</p> <p>Alexander Hamilton is scolding Seabury for his idea that the colonies don't have the right to oppose the British government if their role is unjust. He also makes the point that America is prepared and ready.</p>	<p>Hamilton says the British are showing an "unjust authority." What is that? Why does he say that?</p> <p>What does he mean when he says "betrayed" by her own sons?" Why does he say that?</p>

**Pose to students:** Why is it important to seek as as many perspectives as possible when we are learning about a historical event?

- What do we gain when we look at an event from multiple perspectives? Ask students to journal about this question in their notebooks before they engage in a discussion at their tables. After they discuss with peers, they should add to their own writing before discussing as a whole class.

After they have discussed, ask them to consider the perspectives they have read - British, Colonists, women, Africans/enslaved people, and Native Americans. What are their perspectives? Take a look back at your notes, go through the documents, and engage in your own research with your partners at your table.

**Determine for yourself what their opinion about revolution would have been.**

Once students have these notes and ideas in their notebooks, they are ready to engage with the project for this unit.

## Create and Produce:

Similar to the letters of Samuel Seabury and Alexander Hamilton, you will create dueling poems. For this demonstration of learning, you will need to select two perspectives - any two perspectives you are interested in and that you have been curious about as you have learned about the colonies and Great Britain before the American Revolution - or American Rebellion as the British still call it to this day.

First, show students [this video](#) from [Hamilton](#). In this scene, role of the colonies in rebellion against England. This song is based students read in their investigation above. They will have an Miranda captured what happened through a poetic tool -

Point out to students how Miranda has Seabury and Hamilton say “bloodshed” and “Congress” - but then go in different directions with way to capture how two people can use the same words and mean this work in their dueling poems?

Using 3 sheets of 8.5 x 11 inch paper, you will construct two poems illustration, collage or other artistic representation of the two understand how your final product will be displayed so that you can like to do. You are welcome to modify this arrangement to suit how that it makes the most sense to your audience.

When crafting your poems, think about the story you want to tell. [deck](#) from above - the poems are simplistic in their technique - our with this assignment. These examples are there to help students “dueling” poem. Both sets of poems take a stance and adopt the side through which it is telling the story.

Teachers, use the lessons designated here to guide students through articulated below in the blue box as well. You will need to adjust the students to select moments from their own lives. In this experience, that matter to the people and perspectives they have chosen to events as their anchor.

- [Writing lesson 3.2](#): Moments with Strong Feelings
- [Writing lesson 4.6](#): Zoom In on a Moment of Importance

### Create and Produce

"Farmer Refuted" from *Hamilton*



Use your notebooks to capture notes. Take two kinds of notes:


1. What is happening? These are plot notes.
2. What does it mean? These are theme notes.

Hamilton and Seabury debate the on actual letters like the ones the opportunity to see how Lin-Manuel songwriting.

the same words - “chaos and what they mean. This is a clever very different things. How would

### Create and Produce

Perspective-taking through poetry and art


<p>Poem Title</p> <p>Your poem here Using words that you Have come across In your reading.</p> <p>Use vocabulary words and words you have Encountered in your Book club book.</p> <p>Make the perspective Come to life.</p>	 <p>You will write a defense of how your</p>	<p>Poem Title</p> <p>Your poem here Using words that you Have come across In your reading.</p> <p>Use vocabulary words and words you have Encountered in your Book club book.</p> <p>Make the perspective Come to life.</p>
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that rest on either side of an perspectives. See [the slide](#) to begin to plan for what you would you decide to display your work so

There are [two examples in this slide](#) students can stretch themselves understand the concept of a feelings and views of the person or

### Create and Produce - Example #2

Perspective-taking through poetry and art

<p><b>GEORGE III</b></p> <p>I am George. I am King. Patriots are fighting against me.</p> <p>I am the richest man alive.</p> <p>I rule everyone. Everyone must do what I say.</p> <p>I will never give up! If my troops die, I'll just buy more because I'm rich.</p> <p>The war is not over until I say so.</p>	 <p>George (Washington) and George (the king) are NOT friends. Washington feels betrayed because he fought for the king in the French and Indian War, but now they are on opposite sides. The picture shows how the king does not understand Washington or the feelings of the colonists.</p>	<p><b>G. WASHINGTON</b></p> <p>I am George. I am Commander in Chief.</p> <p>The Patriots are fighting with me.</p> <p>I don't need riches. Just Freedom.</p> <p>I rule myself.</p> <p>I refuse to do what the king says. I will never give up!</p> <p>If my troops die, I will thank them for fighting for Freedom.</p> <p>We have won the war!</p>
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the process. These lessons are lessons as they are designed for students will be selecting moments explore. They will use historical

Other lessons that may be suitable for small or whole group lessons are below. Use your judgment about what students need, and which students could use extra support. These are only a few lessons available. See other suggestions in the blue box below.

- [Writing lesson 6.7](#): See the World Like a Poet
- [Writing lesson 6.11](#): Take Notes from an Illustration or a Photo (Some students may do their artwork first, or use art as an inspiration. This is OK.)
- [Writing lesson 6.12](#): Cracking Open Nouns
- [Writing lesson 6.13](#): Show, Don't Tell - Use Senses to Describe Places

Students should focus their writing goals on expressing the feelings and ideas of the perspective they have chosen. This means not telling the audience about it, but showing the audience through solid word choice, creative expression, and descriptive language.

Give students time to work and structure time for peer feedback and reflection. Students peer-reviewed by at least two other classmates and revise their poems at least once to make any changes that are inspired from their peer feedback sessions.

Students have used this [peer feedback guide](#) before in 5th grade. Ensure they are adept at means to give feedback on poetry. Consider using a fishbowl activity to model giving

In addition, you can prepare students for feedback on poetry with a focus on peer reviewers underline words in the poem and talk about what that word them (or doesn't help them) make meaning and make sense of the work. guide their conversation.

If students are struggling to get started, use this slide to help with [Peer](#) great activity for students to talk through ideas and brainstorm with others. notebooks to capture ideas and comments from peers. They can use these poems and what they will choose to write about.

[This slide](#) will also help students with conversations around peer feedback and slide in that it gets into issues of clarity and function, and students should use feedback other than on word choice and storytelling.

While students are working, take this time to confer with students and their life as a writer. Where are they strong and where will they need more

Giving Feedback To Your Peers	
What I really liked about your work was ....	Your work made me think about ....
Be specific! Talk about something that you saw or heard that was particularly interesting or insightful.	Be specific! When you reference a connection, explain and describe that connection and why it matters.
I would really like you to write more about _ _ _	I was a little confused or unsure when I read _ _ _

should have their poems incorporate any suggestions or


using it and understand what it feedback on poetry with a student.

language using [this slide](#). Have adds to the poem and how it helps Students can use the questions to

[Listening and Peer Review](#). This is a Students should use their notes to start thinking about their

review. It is different from the first this slide when they are seeking

capture notes and evidence of support from you as the teacher?

Peer Feedback is About Helping A Writer to Improve Their Work	
When you read someone else's work, answer these two questions for them so that they can make their writing better.	
<ul style="list-style-type: none"><li>• How did the writer use words in their poem to show a perspective, feeling, or motivation?</li><li>• How did the writer use different words to make their ideas clear?</li></ul>	
<input type="checkbox"/> Is there a particular word the author uses that really pops?	
<input type="checkbox"/> Are there other words that make the meaning of the poem clear?	
<input type="checkbox"/> Does the poem tell a story, paint a picture, and create an emotional connection?	
	
Peer Review and Peer Listening	
<b>When it's your turn to share:</b> Talk about your ideas, what you wrote, what you drew, what you were thinking. It doesn't matter if what you talk about made it onto paper or not.  This is an opportunity to share what you think you want to write about.	<b>When it's your turn to listen:</b> When your partner is sharing their flash draft and their thinking, record what they are saying in your notebook.  Listen carefully, ask questions or ask your partner to repeat themselves so you can be sure you
<b>When another writer asks you to review their work and give feedback, please follow this protocol:</b>	
As you read, answer these questions for the author: <ol style="list-style-type: none"><li>1. What did you really like about their work?<ol style="list-style-type: none"><li>a. This could be how they used words, how they described something, etc.</li></ol></li><li>2. What confused you while you were reading. <small>This could be words that were misspelled or</small></li></ol>	

Use these notes to set a goal or goals with students for their writing as you confer with them. The goal(s) should align with success criteria so that students can see how their incorporation of your lessons and guidance - and that of their peers - resulted in the evaluation of their work.

**Potential Writing Mini lessons: See Jennifer Serravallo's Writing Strategies book**

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| <ul style="list-style-type: none"> <li>● Organization and Structure             <ul style="list-style-type: none"> <li>○ "Write the Bones, Then Go Back to Flesh It Out" - 5.39, p. 206</li> <li>○ "Focus on An Issue" - 4.21, p. 156</li> <li>○ "Ask Questions to Focus" - 4.7, p. 142</li> </ul> </li> <li>● Elaboration             <ul style="list-style-type: none"> <li>○ "See the World Like a Poet" - 6.7, p. 218</li> <li>○ "What Else Happened?" - 6.9, p. 220</li> <li>○ "Take Notes from an Illustration or Photo" - 6.11, p. 222</li> <li>○ "Cracking Open Nouns" - 6.12, p. 223</li> <li>○ "Show, Don't Tell: Using Senses to Describe Places" - 6.13, p. 224</li> <li>○ "Show, Don't Tell: Emotions" - 6.15, p. 225</li> <li>○ "Cracking Open Verbs" - 6.25, p. 236</li> <li>○ "Tell What It's Not (To Say What It Is)" - 6.28, p. 239</li> <li>○ "Use Empathy to Figure Out What to Add" - 6.31, p. 242</li> <li>○ "Use Imagery to Make a Fact Come Alive" - 6.35, p. 246</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Word Choice             <ul style="list-style-type: none"> <li>○ "Onomatopoeia: Sounds Effects" - 7.1, p. 262</li> <li>○ "Precise Nouns" - 7.3, p. 264</li> <li>○ "Surprising Verbs" - 7.27, p. 289</li> <li>○ "Shades of Meaning" - 7.6, p. 267</li> <li>○ "Rhythm" - 7.9, p. 270</li> <li>○ "Read Aloud to Find 'Clunks'" - 7.10, p. 271</li> <li>○ "Revisit the Language Gems in Your Notebook" - 7.12, p. 273</li> <li>○ "Rhyme Time" - 7.15, p. 276</li> <li>○ "Surprising Nouns" - 7.28, p. 290</li> </ul> </li> <li>● Using clauses             <ul style="list-style-type: none"> <li>○ "Group Words for Comprehension: Commas" - 9.14, p. 337</li> <li>○ "Voice Comma" - 9.13, p. 336</li> <li>○ "Revising Run-on Sentences" - 9.23, p. 346</li> </ul> </li> <li>● Publishing             <ul style="list-style-type: none"> <li>○ "Author's Chair" - the author shares their work</li> <li>○ Gallery Walk</li> <li>○ Author-Illustrator match-up (p. 386)</li> <li>○ Powerful Lines - authors pick one strong example of powerful language from their piece and write it on a Post-It or sentence strip to hang up</li> </ul> </li> </ul> |
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Have students peer review and make changes to their drafts. Use some of the mini lessons above for ideas about training students to be effective peer editors.

<p><b>Communicate and Present:</b></p> <p>Allow students to choose where to display their work and how to display it. You can display in the classroom, in the hallway, or a combination of the two. Once the work is displayed, have students take a pack of Post-It notes and visit each piece reading through the work. If they feel moved or want to comment, they should leave a Post-It note that captures how they reacted to the piece - what about the author's work moved them? Students do <b>not</b> need to leave a Post-It at every student's display, but every student should have a couple of Post-It notes with meaningful comments.</p> <p>After the gallery walk, the teacher will bring students together as a whole class. First, ask if anyone would like to read their work out loud, or have someone read one poem while the author reads another. The author can then show their artwork and explain how it works to bring the two poems together.</p> <p>Students can also share their experiences with the work of others and how the work they experienced has helped them to understand what led to the American Revolution and how different groups in America were impacted by them.</p> <p>Upon completion of their opinion pieces, students will list the leadership qualities that they identified in their writing on chart paper, Google Doc, or Jamboard (with their name next to the qualities). Once collected, the teacher will pair students that share the same or similar qualities to share their writing. The pairs will reflect on how the same leadership qualities were used in different ways and by different leaders.</p> <p>This reflection can be written in student's notebooks.</p>	<p><b>Reflection:</b></p> <p>In their Humanities notebooks, students will reflect on the following question:</p> <ul style="list-style-type: none"> <li>• What are the qualities of a hero for the colonists? What about the qualities for a hero for another group - Native Americans, women, enslaved people, etc?</li> <li>• How does the concept of a hero and the concept of freedom go together? In literature, heroes seem to help people be free of something .... Do you agree with that?</li> </ul>
<p><b>Notes:</b></p> <p><b>Establishing Routines for Writer's Workshop and Writer's Notebook:</b></p> <p>Prior to engaging in this task, it will be important to introduce the purpose for the writer's notebook and establish norms. Students should have time each day to write in their notebook.</p> <ul style="list-style-type: none"> <li>○ Make the writer's notebook your own (decorating the notebook to reflect the writer)</li> </ul>	<p><b>Complete File with Resources and Task:</b></p> <p>Grade 5 Unit 3 Topic 2 Task 1</p>

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| <ul style="list-style-type: none"><li>○ Writer's Notebooks are for <b>all types</b> of writing and can contain the following: drawings, lists, thoughts, stories, questions and wonderings, poems, a sentence for a future writing piece, etc.</li><li>○ Writing for the whole time you are given: Pencil to paper even when we aren't sure what to write and we are writing words over again, drawing sketches, writing about what seems "off topic."</li><li>○ Sharing and displaying routines like notebook museum, partner sharing, and whole class share where 4-5 students are selected to share with the whole class.</li><li>○ Writer's notebooks should not be scored or read by the teacher unless the student grants permission</li></ul> |  |
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