

English Language Arts

American Folklore and Freedom - Amistad Grade 5

Title of Unit	American Folklore and Freedom - Amistad	Grade Level	5
Curriculum Area	ELA	Time Frame	8 weeks
Developed By	WTS		
Identify Desired Results (Stage 1)			
Content Standards			
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.			
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.			

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on

specific details in the text [e.g., how characters interact]”).

B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.

E. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation to separate items in a series.

B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).

D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A.Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

B.Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

A.Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

B.Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C.Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings.**

A.Interpret figurative language, including similes and metaphors, in context.

B.Recognize and explain the meaning of common idioms, adages, and proverbs.

C.Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Interdisciplinary Connections: Social Studies

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectation
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Chronological sequencing helps us track events over time	• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	• 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

Career Ready Practices

Civic Financial Responsibility

Core Idea	Performance Expectation
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Creativity and Innovation

Core Idea	Performance Expectation
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). .

Critical Thinking and Problem Solving

Core Idea	Performance Expectation
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills	<p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>

Digital Citizenship

Core Idea	Performance Expectation
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	<p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p>
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
Digital identities must be managed in order to create a positive digital footprint.	9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

Global and Cultural Awareness

Core Idea	Performance Expectation
Culture and geography can shape an individual's experiences and perspectives.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Information and Media Literacy

Core Idea	Performance Expectation
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Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
Specific situations require the use of relevant sources of information.	9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology Literacy

Core Idea	Performance Expectation
Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
<http://www.njamistadcurriculum.net/>

Enduring Understandings

Students will understand that...

Essential Questions

Overarching

Topical

<p>They need to explain how chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>Story structure provides insight into plot development, sequence of events and deeper meaning of text.</p> <p>An analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Figurative language, including similes and metaphors, contributes to the text.</p> <p>By comparing, contrasting and reflecting on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures provides perspective.</p> <p>Through an analysis of multiple accounts of the same event or topic provide important similarities and differences in the point of view they represent.</p> <p>Drawing on information from multiple print or digital sources gives them the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>An author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) and has the ability to explain it.</p> <p>Opinion pieces on topics or texts, supports a point of view with reasons and information.</p> <p>That knowledge is built through investigation of different perspectives of a topic.</p> <p>That the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>That critical events and battles of the Civil War determined and contributed to the final outcome of the war.</p> <p>That slavery denied basic human rights to people brought from Africa against their will.</p>	<p>How did folklore evolve over time?</p> <p>What would writing look like if it lacked structure?</p> <p>How do writers use story structure to provide insight into plot development, sequence of events, and deeper meaning of text?</p> <p>Why were these illustrations created to evoke a certain meaning, tone, or beauty in the folktale?</p> <p>How does figurative language (metaphor) contribute to the meaning, tone, and beauty of the text?</p> <p>Why are themes portrayed differently across a variety of texts (folklore, poetry, novels, and short stories)?</p> <p>How do the perspectives of different cultures determine a common theme?</p> <p>What would understanding look like without multiple accounts of the same event or topic?</p> <p>How does the Emancipation Proclamation and the Gettysburg Address continue to impact American life? And, why?</p>	<p>What is folklore?</p> <p>What is structure?</p> <p>How is literature structured?</p> <p>What is a simile?</p> <p>What is a metaphor?</p> <p>What is tone?</p> <p>What is a primary source?</p> <p>Do you recall from 4th grade the difference between firsthand and secondhand account?</p> <p>How are opinions supported?</p> <p>What is the Emancipation Proclamation?</p> <p>What is the Underground Railroad?</p> <p>What is the Gettysburg Address?</p> <p>What were the critical events and battles of the Civil War?</p> <p>What actions or solutions can be addressed to combat unfair or discriminatory beliefs or actions?</p>
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	How did the critical events determine and contribute to the final outcome of the war?	
Related Misconceptions (False; Truth)		
<p>At the end of the Civil War equality existed for all; equality is a struggle today.</p> <p>Multiple accounts provide the same information; multiple accounts may provide conflicting accounts of the same information.</p> <p>Structure is only how a text looks; text structure varies and contributes to meaning, organization, and understanding.</p>		
Knowledge (Declarative) Students will know...	Skills (Procedural) Students will be able to...	
<p>Folklore</p> <p>Theme and perspectives</p> <p>Illustrations contribute to the text</p> <p>Text structure</p> <p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Tone</p> <p>Primary source</p> <p>Annotation</p> <p>Emancipation Proclamation</p> <p>Underground Railroad</p> <p>Gettysburg Address</p> <p>Civil War</p> <p>Slavery</p> <p>Slave states</p> <p>Thesis statement</p>	<p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Compare, contrast and reflect on the treatment of similar themes and topics and patterns of events in stories, and traditional literature from American Black folktales.</p> <p>Explain how chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</p> <p>Analyze multiple accounts of the same event or topic provide important similarities and differences in the point of view they represent.</p> <p>Draw on information from multiple print or digital sources to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Develop a claim statement.</p>	

	<p>Develop reasons and use evidence to support particular points in a text, identifying which reasons and evidence support which point(s) and have the ability to explain it.</p> <p>Construct an opinion piece on a topic which supports their point of view with reasons and information.</p> <p>Investigate different perspectives of a topic to build their position.</p> <p>Annotate nonfiction text (primary and secondary sources) for meaning.</p> <p>Synthesize information from text.</p>
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Assessment Evidence (Stage 2)

Performance Task Description -	
	<p>Formative: Select one image from the hook lesson and write a critique for the image. (Guiding questions for critique (option)) *Higher Learner option: Interpret and illustrate metaphor from a folktale</p> <p>Common theme, different perspective - teacher choice: graphic organizer; google slide; poster/chart</p> <p>Running Records – With the data collected teachers can provide explicit small group instruction within the framework of reading workshop based on need. (as needed)</p> <p>Grammar Notebook - The students will free write (with or without a teacher prompt) with a focus on fluency in writing and grammar in context. Assessment based on skill application of concept using the grammar timeline and grammar checklist. Student Reflection Tri 1 Student Reflection Tri 2 Student Reflection Tri 3 Teacher Checklist Tri 1 Teacher Checklist Tri 2 Teacher Checklist Tri 3</p> <p>Summative: Writing Benchmark #2 (Mid-January)</p> <p>Graphic organizer for perspectives on slavery and evaluation of claims (may be created by students) (Infusion of technology: Pathways to Freedom)* (SS Rubric)</p> <p>Opinion Writing: Freedom Writing Piece: processed writing piece* scaffold as necessary (EW Opinion Rubrics)</p>

	<p>Synthesis of nonfiction text answering the question: <i>What did I learn about Folklore and Freedom in this unit?</i> - output student choice (dramatic play, poem, poster, speech, etc.) (Rubric)</p> <p><i>Words Their Way</i></p> <p>*Social Studies Performance Task (May be differentiated for the learner)</p>
Suggested Other Evidence	
<p>Anchor posters created by students</p> <p>Anecdotal notes</p> <p>Student conferences (questions for discussion) or <i>Fountas and Pinnell Guiding Readers and Writers</i> pages 292-294</p> <p>Comprehension Check ins</p>	
Resources	
<p><i>Guiding Readers and Writers</i>, Fountas and Pinnell</p> <p><i>Empowering Writers</i> (Opinion)</p> <p><i>Fiction Options:</i></p> <p><i>January's Sparrow</i> by Patricia Polacco</p> <p>The People Could Fly told by Virginia Hamilton</p> <p><i>Which Way Freedom</i> by Joyce Hansen</p> <p><i>A Crafty Escape</i> Reading A-Z multileveled text (Fiction)</p> <p><i>Just in Time Abraham Lincoln</i> by Patricia Polacco</p> <p><i>Pink and Say</i> by Patricia Polacco</p> <p><i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson</p> <p>Secondary Sources:</p> <p>National Geographic: The Underground Railroad The Anti-Slavery Movement The Southeast</p> <p>Readworks: Gettysburg Address; Emancipation Proclamation; Primary Source 13th Amendment, Slavery, Civil War, and Reconstruction (grade 5 or grade 8 version), The American Civil War, Slavery, the Civil War, and Reconstruction - Background to the Civil War, Lincoln and the 13th Amendment</p> <p>Newsela: Black Soldiers in the Civil War Map (Free vs. Slave States) Pathways to Freedom Information Site</p> <p>Primary Source: Voices of slavery Primary Source: Picture of Alice Gatson</p>	

Optional Primary Sources for Teacher Use: [Link](#)
[Different Accounts Activity Sheet](#)

[Reading A-Z 1865 The End of the Civil War](#)

Reading A-Z Running Records [Passages](#) and [Books](#)
[Retelling Rubric](#)

Freedom Position Paper (scaffold as necessary)

Learning Plan Guide (Stage 3)

Where are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?

The students will become deeply emerged in the American Slavery era in order to expand their understanding of the impact slavery had on the men and women who lived it and the nation that it shaped. Through the use of traditional folklore, artwork, music, and poetry the students will recognize and describe text structure, contributions of multimedia elements to folktales, the rich language of diverse cultures, and themes that support a purpose. Nonfiction primary and secondary sources will offer an avenue for perspective analysis of culture, author's points dependent on evidence, and recognition/application of information from multiple and digital sources. The extraction of evidence through research will provide students with the information to support an opinion about slavery to write a freedom position paper.

How will you **hook** students at the beginning of the unit?

The hook of this unit will introduce the students to American Black Folktales through the exposure of the artwork/images within the text and music in a gallery walk. This exposure will elicit emotion, motivation, and discussion. Gallery Walk: Display images from various folktales from *The People Could Fly* told by Virginia Hamilton around the room. Students browse the gallery, listen to [American Black Slave Songs](#), and answer the following questions: *How does the artist want you to feel (MOOD)? What does this artwork say or mean to you? What do you see? Where is the EMPHASIS (CENTER OF FOCUS)? Do you like this artwork? Give reasons.* Walk up to the image that meant something to you. Bring students together in a circle to share their thinking. Closure: Solicit responses to the emotion felt in the music. Discuss that this music as well as these images served a deeper purpose. This unit will take us through the emotion and purpose of an era in American history.

What events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?

The experiences and exploration of the big ideas and essential questions will first include reading, listening, and discussing folklore and song. The language, the structure, and the illustrations will be examined whole group as a modeling experience, small group as a guided experience, and individually as an application experience. A theme mini lesson (pg. 206 *The Reading Strategies Book* by Jennifer Serravallo 7.13 From Seed to Theme) will provide an anchor chart and guided practice for determining theme in the various folktales. A comparison and contrast of themes lesson will guide students to determine the similarities and differences in themes in folktales (*The Reading Strategies Book* by Jennifer Serravallo pg. 204 7.11

	Book-to-Book Connections). The teacher will model reading nonfiction primary sources displayed on a Smartboard using annotation marks and margin (writing) thinking. This modeling will provide students with close reading strategies to extrapolate important information to use in a writing piece. The Freedom Position Paper is a processed, published piece. Writing mini lessons using Empowering Writers mini lessons , guided practice, and teacher conferences/feedback will equip the students with the needed writing techniques for this piece.
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	Students' interaction with folktales, music, voices, and information drawn from a troubling time in American history will cause students to reflect and rethink. The deeper meaning of the African slave stories, folklore, and songs will allow for reflection of purpose. The primary source materials will provide a variety of genuine information in which students will judge and rethink our nation's attitude and actions. The teacher will guide students through their thinking and analysis of text with conferences and feedback during the research/information gathering as well as the writing process.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	The exhibition of skills, knowledge, and understanding will occur through the performance tasks within the unit. The image critique will allow students to analyze how visual elements contribute to the meaning, tone, and beauty of the stories. By examining metaphor, the students will connect to a higher level of interpretation of the purpose and symbolism of folklore. Graphic organizers will provide for an evaluation of the various perspectives regarding slavery. Close reading of informational text, both primary and secondary sources, will provide students with the knowledge necessary to determine reasons that support points made by an author. The Freedom Position paper, processed and published piece is a full synthesis of the experiences of the unit. The students must be able to interpret and support their opinion. Mini lessons, modeling, and teacher feedback will help students to exhibit these goals. Exposure to examples and exemplars will aid in the acquisition of skills.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	<p>The learning plan may be tailored using small group guided practice, graphic organizers, leveled text, and modeling. Feedback throughout the learning plan is essential to the enduring understandings. The goals of the unit can only be reached using an exposure to a variety of experiences. The lessons may be scaffolded using group interactive writing, partner reading, and annotation of abbreviated text.</p> <p>High ability learners will be expected to transfer ideas and understanding about literary form and themes from text studied to text never before encountered. These students will be given a menu of options to create questions of a high level of depth and complexity to be used for writing prompts. High ability students will have options for independent study and opportunities to have their work published.</p>
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	The organization of activities will flow from fiction to nonfiction sources. The literature connection will be organized for student work in both small group and independent activities. The analysis of nonfiction text is organized in whole group modeling and then smaller break out groups for annotation and analysis. The writing process will follow the writing workshop organizational structure with provided interactive writing, exemplars, and mini lessons guiding the process.

#	Lesson Title	Lesson Activities (Suggested)	NJ Student Learning Standards	Resources
1	Hook	<p>Gallery Walk: Display images from various folktales from <i>The People Could Fly</i> told by Virginia Hamilton around the room. Students browse the gallery, listen to American Black Slave Songs, and answer the following questions: <i>How does the artist want you to feel (MOOD)? What does this artwork say or mean to you? What do you see? Where is the EMPHASIS (CENTER OF FOCUS)? Do you like this artwork? Give reasons.</i></p> <p>Walk up to the image that meant something to you. Bring students together in a circle to share their thinking.</p> <p>Closure: Solicit responses to the emotion felt in the music. Discuss that this music as well as these images served a deeper purpose. This unit will take us through the emotion and purpose of an era in American history.</p>	RL 5.7 W 5.8 SL 5.5	<i>The People Could Fly</i> (images) Clip boards Paper or post its Music
2	Nonfiction Resources: Emancipation Proclamation - Multiple Perspectives	<p>DEMO LESSON Option</p> <p>Focus: What would understanding look like without multiple accounts of the same event or topic?</p> <p>Pre assess: What can you tell someone else about the end of slavery? (pre assessment)</p> <p>Students watch 2 minute video: PBS Emancipation Proclamation (Teacher: do not elaborate on the video - let it resonate with the students until more understanding occurs)</p> <p>Pass out the Primary Source document: Emancipation Proclamation from Readworks</p> <p>Word Study: Break down the word Proclamation</p> <p>Shared Reading: Read aloud (project if possible) the first three paragraphs - the end of the quoted text - Focus on how to read a primary source document</p> <p>Students read the document through one time on their own, annotating as necessary using annotation marks. Second read, read thinking about the perspective of an Abolitionist, Confederate, Union Soldier, Enslaved Person, Plantation Owner.</p>	RI 5.6 SS6.1.12.A.3.h	Emancipation Proclamation Video (PBS) Different Perspectives worksheet
3	Folklore	Read <i>The People Could Fly</i>		<i>The People Could Fly</i>

		<p>Essential Question: Why are themes portrayed differently across a variety of texts (folklore, poetry, novel, and short story)?</p> <p>SWBAT Compare, contrast and reflect on the treatment of similar themes and topics and patterns of events in stories, and traditional literature from American Black folktales.</p> <p><i>It is ESSENTIAL TO READ THE INTRODUCTION in <u>The People Could Fly</u> book. Front load this message from the author in order to best appreciate the purpose of these stories.</i></p>		
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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development