

**ELA COMMON CORE CURRICULUM UNIT\***  
**North Smithfield School Department**

**TITLE OF UNIT:** **Turning Points** **GRADE :** **Grade 5**

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

**OVERVIEW OF UNIT:** Students read historical fiction and information text about the events leading up to the Revolutionary War in the United States and compare and contrast the ways in which each type of text describes key historical events.

Students will also examine primary source maps and art from his period to gain a deeper understanding of this period in colonial history. After learning about colonial people of the past, students write their own speeches, expressing their opinion of an event of the time. Authentic facts or artwork will be included.

**ESSENTIAL QUESTION, PROMPT,  
PROBLEM**

**STANDARDS: Common Core ELA Standards**

<b>Reading RL/R.I 1-10</b>	<b>Writing W. 1-10</b>	<b>Speaking &amp; Listening SL. 1-6</b>	<b>Language L. 1-6</b>
Literature & Informational <input type="checkbox"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure  <input type="checkbox"/> Integration of Knowledge  <input type="checkbox"/> Range of Reading	<input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution  <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing	<input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use

**FOCUS ELA STANDARDS:** [see curriculum](#) \_\_\_\_\_ [for specific standards, e.g. RL. 8.1, RI 8.2, W 8.1, etc.](#)

**Reading**

- Drawing Inferences **RL 5.1, RI 5.1**
- Theme and Summary **RL 5.2, RI 5.2**
- Compare and Contrast **RL 5.3, RI 5.3**
- Determine the meaning of words **RL 5.4, RI 5.4**
- Structure and Organization **RL 5.5, RI 5.5**
- Point of View **RL 5.6, RI 5.6**
- Analyzing visual and multimedia elements **RL 5.7, RI 5.7**
- Claims and Evidence **RI 5.8**
- Integrate Information **RL 5.9, RI 5.9**
- Decoding **RF 5.3**
- Accuracy, Fluency, and Comprehension **RF 5.4**

**Writing**

- Opinion **W.5.1**
- Clear and Coherent Writing **W 5.4**
- Develop and Strengthen Writing **W 5.5**
- Publish using Technology **W 5.6**
- Summarize or Paraphrase Information **W 5.8**
- Draw Evidence **W 5.9**
- Write Routinely **W 5.10**

**Speaking and Listening**

- Conduct Discussions **SL 5.1**
- Summarize Information **SL 5.2**
- Summarize Oral Presentations **SL 5.3**
- Report Findings **SL 5.4-6**

**Language**

- Conventions **L 5.1-5.3**
- Word Meaning and Relationships **L 5.4-5.6**

**Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

**Expectations for Student Learning (High School only):**

**ENDURING UNDERSTANDING:**

How do events of the past influence our times?

**PRIOR KNOWLEDGE:**

**Knowledge of Early English settlements in the New World**

**STUDENT OBJECTIVES and/or NEW KNOWLEDGE:**

- Compare and contrast points of view in fictional and nonfictional texts about the same topic or time period.
- Compare and contrast the ways in which fictional and informational texts treat historical events
- Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
- Write an opinion piece, incorporating knowledge gained from fictional and informational text, about a particular period in history.
- Define related words and identify their parts of speech (colony, colonist, colonial)

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#### SUGGESTED WORKS:

##### Fiction

- "Sleds on Boston Common" *Treasures*
- "Zathura" " *Treasures*
- *Fighting Ground*, Avi
- *My Brother Sam is Dead*, Collier

##### Non-fiction:

- *Can't You Make Them Behave King George*, Jean Fritz
- *The Boston Tea Party*, Steven Kroll
- *If You Lived in Colonial Times*
- *Why Don't You Get a Horse, Sam Adams?*, Jean Fritz and Trina Schart Hyman
- *Colonial Boston and the Struggle for Independence, Storypath*
- "Beyond the Horizon"

##### Poetry:

- "The Midnight Ride of Paul Revere" Longfellow (*Treasures*)
- "Concord Hymn" Ralph Waldo Emerson
- *Colonial Voices: Hear them Speak*, Kay Winters
- *A Revolutionary Field Trip: Poems of Colonial America*, Susan Katz
- *The Mystery on the Freedom Trail*, (Real Kids, Real Places), Carole Marsh
- Excerpts from *Mr. Revere and I*, Robert Lawson

##### Other Sources:

###### Media

- Rock and Revolution, "Too Late to Apologize"
- *Johnny Tremain*, video based on the book by Esther Forbes
- "Johnny Tremain" video

###### Art:

- "The Bloody Massacre on King Street" Paul Revere
- "British Troops Arriving in Boston 1768" Paul Revere
- **Websites:** [www.oldsouthmeetinghouse.org](http://www.oldsouthmeetinghouse.org)
- Looking for the History in Historical Fiction: [www.readwritethink.org](http://www.readwritethink.org)
- [www.paulreverehouse.org](http://www.paulreverehouse.org)
- [www.bostonmassacre.org](http://www.bostonmassacre.org)
- [www.bostonteaparty.org](http://www.bostonteaparty.org)

###### Speeches:

- Give Me Liberty or Give Me Death ( March 23, 1775, Patrick Henry
- Nothing More We Can Do to Save Our Country, Sam Adams

#### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 16. Research project     |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 18. Writer's notebook    |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 19. Word Study           |
| 5. Graphic organizers         | 10. Media appreciation         | 15. Oral presentation               | 20.                      |

- Class discussion:** Compare and contrast the points of view from which these stories and poems are narrated. Which clues/key words provide information about the point of view/ How are the narratives different? Look back for specific evidence in the text.
- Poetry and Literature Responses:** Choose a poem or story and change the point of view from which it is written.
- Informational Graphic Organizer;** Keep a class chart listing the categories and questions learned from reading:
  - Person or event
  - Setting
  - Historical significance
  - Point of view
  - Other significant information
  - Text structure
- Timeline:**
- Create a fictional character:** View political events from that character's point of view.
- Art:** Compare and contrast Revere's lithographs to works read. Compare and contrast maps from the colonial period.
- Opinion Writing:** Students apply what they have learned from the readings, viewing of art and media, to express an opinion from the point of view of a colonial character. Students need to support their opinion with evidence from readings. Pieces may be written as speeches to be presented orally.
- Virtual field trips:** Boston Massacre site; Boston Tea Party Site; Paul Revere house

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**HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy**

**Web's Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

**Bloom's Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate

**ADDITIONAL RESOURCES:**

***Colonial Boston and the Struggle for Independence,***

Storypath

- *Readers Theatre for American History*, Anthony D. Fredricks
- *Common Core Curriculum Maps*, Josey-Bass, publisher
- *Colonial Plays*, Scholastic

**VOCABULARY**

- audience
- autobiography
- biography
- informational text structure
- major and minor characters
- opinion writing
- point of view
- primary and secondary source
- speech
- writing style

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LESSON PLAN for UNIT \_\_\_\_\_

LESSONS

- Lesson #1 Summary:
  
- Lesson #2 Summary:
  
- Lesson #3 Summary:

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OBJECTIVES for LESSON # \_\_\_\_\_

- Materials/Resources:**
  
- Procedures:**
  - Lead -in
  
  - Step by step
  
  - Closure
  
- Instructional strategies:**
  
- Assessments:**
  - **Formative**
  
  
  - **Summative**