

Unit Title: Change Makers Examining the Role Protesters Played in Changing our World

Grade Level: Fifth Grade

Subject Area: Current Events/Literature (writing)

Duration/Length/Number of class periods: Biography Multimedia Project - Entire unit 25 days

Description: In this unit scholars will read, research, write and present a biography about an activist in American history whose peaceful protests have caused a lasting change. This will then lead to our next unit on research-based arguments where scholars choose something they wish to change in our society and argue their point.

Established Goals (National, State, Local):

MN State Standards:

Reading: Informational Text

5.2.5.5

Compare and contrast the overall structure (eg. chronology, comparison, cause/effect. problem/solution) of events, ideas, concepts, or information in two or more texts.

5.2.7.7

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.

5.2.9.9.

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing:

5.6.2.2

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories 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 concluding statement or section related to the information or explanation presented.

5.6.4.4

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.)

5.6.5.5

With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 41-42.)

5.6.6.6

With some guidance and support from adults, 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.

5.6.7.7

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

5.6.8.8

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.

5.6.9.9

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]”)

Speaking, Viewing, Listening, Media Literacy:

5.8.7.7

Distinguish among, understand, and use different types of print, digital, and multimodal media.

- a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
- b. Locate and use information in print, non-print, and digital resources using a variety of strategies.
- c. Evaluate the accuracy and credibility of information found in digital sources.
- d. Recognize ethical standards and safe practices in social and personal media communications.

5.8.8.8

Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) a. Evaluate the Fair Use of each visual element or piece of

music used in a media work and create a list documenting the source for each found image or piece of music. b. Publish the work and share it with an audience

Language:

5.10.1.1

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).

5.10.2.2

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.

What Enduring Understandings are desired?

Biographers research to answer questions about a person's life.

Biographers:

- think about why their subject is worth writing about.
- draw conclusions from the events of his or her own life.
- consult more than one source for information.
- summarize the information they collect and restate it in their own words.
- make choices about text features and structures that help present to information clearly.

The collective term for the different forms used to communicate ideas is media (not just television but also newspapers, internet, etc).

Writers consider the author, date, and purpose of a media source in deciding whether to believe it.

When making multimedia projects, writers respect copyright laws by following Fair Use principles and giving credit to the sources.

What Essential Questions will be considered?

What is the work of the biographer?

What is multimedia?

How do we know if a source is reliable?

How do we use media responsibly?

How do we relay information in a meaningful manner to show that we are a reliable source?

Students will know / be able to:

SWBAT:

- understand writing task, audience and purpose (5.6.4.4)
- make general observations and focus related to their topic (5.6.2.2)
- choose a topic and find several sources of information related to the features of their topic (5.6.7.7)
- identify different features of their topic (5.6.7.7)
- summarize the information or restate it in my own words when I take notes or write finished pieces (5.6.8.8)
- decide if it is ok to include sources and information based on Fair Use (5.8.8.8)
- make a list of sources for images or pieces used in their project (5.8.8.8)
- evaluate the accuracy and information found in digital sources (5.8.7.7)
- organize writing logically in paragraphs and sections (5.6.2.2)
- link ideas within and across categories of information using transition words and phrases (5.6.2.2)
- develop the topic with fact, definitions, concrete details, quotations or other information and examples (5.6.2.2)
- introduce a topic clearly (5.6.2.2)
- write a concluding statement or selection related to main topic and information (5.6.2.2)
- create a project that combines different kinds of media or is a digital text (5.8.8.8)
- use different strategies to find and use information from print, non-print and digital media (5.8.7.7)
- type two paragraphs in one sitting (5.6.6.6)
- understand and use different types of media (5.8.7.7)
- work with peers and adults to improve writing (5.6.5.5)
- publish work and share it with an audience (5.6.8.8)

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p>Day 1: On demand writing assessment.</p> <p>Start of unit: gain understanding of where scholars are and what they need to learn.</p> <p>Ask scholars to read a leveled biography passage and then write an informational text about why this person is notable and use supporting facts from their life. (Use online resources and Pioneer Valley Leveled books)</p> <p>After discuss what a biography is: https://www.flocabulary.com/unit/biography/</p>	X					X	

<p>Day 2: Connect to the previous day/reading unit.</p> <p>Exploring features of digital biographies.</p> <p>Whole Group: Read: https://achievement.org/achiever/andrew-young/ Show link/podcast: https://podcasts.apple.com/us/podcast/andrew-young-my-life-my-destiny/id1025864075?i=1000361711440 Explore digital downloads and links within the site to see how one source can lead to another source.</p> <p>Using a chart. Brainstorm and discuss how digital biographies have same text features as print and how they provide links/pathways to additional resources.</p> <p>Independent: Students explore digital biography websites noted in resources. Scholars share text features they found online by screenshotting them and posting them to the media library on Schoology.</p> <p>Closing: Examine text features posted to the media library as a whole group. Class creates chart of digital biography features.</p>			X	X	X	X	
<p>Day 3:</p> <p>Connect to the previous day. What did we learn? What do we remember?</p> <p>Whole Group: What makes someone worthy of a biography? What makes them a notable person? Relook at Andrew J. Young Biography from previous day. Discuss what makes him notable and worthy of a biography. How is he different from other people we know?</p> <p>Model how to post on Padlet what makes Andrew J. Young Noteable.</p> <p>Independent: Scholars explore biography resources and post on Padlet the name of person and why notable in Padlet. This will be a reference list of people to choose from for projects.</p> <p>Closing:</p>			X	X	X	X	

Examine Padlet as a class. What do you notice? What do you wonder? Are there patterns?							
<p>Day 4:</p> <p>Connect to previous day. Who are people that are notable? What do they have in common?</p> <p>Whole Group: Organizing Observation. How do we take notes? https://www.flocabulary.com/unit/note-taking-methods/ What did the video emphasize was important? Model how to take notes in Google Doc Research Portfolio.</p> <p>Independent: Using graphic organizers through Google Docs in the Research Portfolio on Schoology continue to determine what makes someone worthy of a biography and state evidence.</p> <p>Closing: Circle up. Whip share. What is one person that is worthy of a biography? What evidence do you have to show that?</p>				X	X	X	
<p>Day 5:</p> <p>Connection: What is evidence? How did we use it yesterday?</p> <p>Whole Group: Selecting your research subject.</p> <p>Discuss criteria for good topics. Model how to Complete Influential Leader Graphic Organizer. Again, show resources, QR codes and bins with biographies (or point to online resources).</p> <p>Independent: Have scholars select top 5 Influential Peaceful Protesters they would like to research. Have them complete the Influential Leader Graphic Organizer and rank their choices 1-5.</p> <p>Closure:</p>				X	X	X	

Whip share. Who are your top 5 people and why?							
<p>Day 6:</p> <p>Connection: Display names of all the Peaceful Protesters chosen by classmates. Discuss: Are there new names? Are there familiar names? What questions do you have about these people?</p> <p>Whole Group: Questioning. https://www.flocabulary.com/unit/five-ws/ Watch Flocabulary video. Brainstorm question scholars have about their protesters. Emphasize the importance of other question starters? How...</p> <p>Remind scholars that not everything can be included. We need to think about the Very Important Parts (VIP) and ask questions about why these things are important in the person's life.</p> <p>Small Group: Have scholars create questions as a group. Then individually based upon the person they have selected. Questions are part of online research portfolio.</p> <p>Independent: Scholars create questions about their protester to find answers.</p> <p>Closing: Scholars share a question they have and write down other questions that are shared that are applicable to their person.</p>				X	X	X	
<p>Day 7:</p> <p>Connection: Look at questions kids created the previous day.</p> <p>Whole Group: https://www.flocabulary.com/unit/research-process/ Discuss research process and how to collect information in texts and media literacy. Where do we go to find information? What information is important? Where should we start?</p> <p>Independent: Have scholars begin to find information and add it to their research portfolios.</p>				X	X	X	

<p>Research and find facts. Build up notes and notecards.</p> <p>Closure: Volunteers share new ah-ha information about their person with the class.</p>							
<p>Day 8:</p> <p>Connection: What information did you find yesterday? How did you state it? In your words or in the words of the texts?</p> <p>Whole Group: Copyright, Fair Use, and Keeping Track of Sources. Watch: https://www.brainpop.com/english/writing/copyright/ https://www.flocabulary.com/unit/plagiarism/ Create definitions with sentence strips (Google Slides if DL)</p> <p>Independent: Reexamine your sources. Is your information in your fifth grade words? Is it in a way that other fifth graders could understand it? Scholars create sources list to give credit to where the information came from. Continue researching and finding facts. Build up notes and notecards.</p> <p>Closing: Remind scholars definitions of copyright, plagiarism, and Fair Use.</p>			x	x	x		
<p>Day 9:</p> <p>Connection: What did we learn yesterday? How has this changed what we are doing?</p> <p>Whole Group: How do we know if a source is reliable? Evaluating Sources: https://www.flocabulary.com/unit/source-evaluation/</p> <p>Look at and evaluate: https://zapatopi.net/treeoctopus/ What do you notice? What do you wonder?</p> <p>Independent: Verifying sources. How can you check your facts to make sure that your information is correct? Continue researching and finding facts. Build up notes and notecards.</p> <p>Closing: Discuss how we know facts vs. unreliable information.</p>			x	x	x		

<p>Day 10: Connection: Review what we learned about the Tree Octopus yesterday. What did it teach us?</p> <p>Whole group: Reliable vs. unreliable sources. Wikipedia as a Source: Read and discuss. https://www.flocabulary.com/unit/fake-news/ https://www.edutopia.org/using-wikipedia-classroom</p> <p>Independent: Continue researching and finding facts. Build up notes and notecards.</p> <p>Closing: Share interesting new facts.</p>				X	X	X	
<p>Day 11: Whole Group: Model box and bullet point outline. Show how to connect facts on related topics.</p> <p>Independent: Creating box and bullet outline. Introduce Box and Bullet Outlines to have scholars put sources into their own words. Use Google Slides deck.</p> <p>Closing: Remind scholars to continue collecting and organizing facts.</p>				X	X	X	
<p>Day 12: Connection: How did we create the box and bullet point outline?</p> <p>Whole Group: Categorizing Notes. Discuss, brainstorm, and create charts of common categories in biographies. How can they be incorporated?</p> <p>Independent: Continue work. Check in with scholars. Discuss overarching topics that go into biographies and how scholars could categorize their notecards accordingly. (ie. early life, influencer, major accomplishments)</p> <p>Closing:</p>				X	X	X	

Share topics that are going to be used as heading in biographies.							
<p>Day 13: Whole Group: Examine a mentor text. How is the paragraph set up? Discuss topic sentences, supporting evidence, and concluding sentences. Color code accordingly.</p> <p>Independent: Grouping information to create paragraphs.</p>				X	X	X	
<p>Day 14: Independent: Continue from the previous day. Putting notes into paragraphs. Students share a paragraph. Check in.</p>				X			
<p>Day 15: Whole Group: Show paragraph written as model. Discuss adding details by using: Who, What, Where, When, Why strategy. Add adjectives and descriptive words to make writing interesting.</p> <p>Independent: Scholars use this questioning technique to add details to paragraphs.</p> <p>Close: Share strong paragraph!</p>				X			
<p>Day 16: Whole group: How do we create a closing/concluding statement? Concluding. How to state your focus and summarize.</p> <p>Independent: Scholars create closing paragraph.</p> <p>Closing: Share and critique.</p>				X			
<p>Day 17: Whole Group: Show scholars previous year biography projects (Poster boards, videos, slide, Book Creator, etc.) Examine which one each thinks is best for theirs. Why? What do THEY want to explore in multimedia.</p>				X	X	X	

<p>Independent: Scholars plan what platform they choose to use. Tinker and explore each one. By end of day, must determine the platform and why.</p> <p>Closing: Share which platform and why.</p>							
<p>Day 18: Connection: Again, examine a previous year's work.</p> <p>Whole Group: How do we make projects more interesting and engaging? Discuss how to find and add images. What images are appropriate for each page/paragraph?</p> <p>Independent: Scholars create media libraries that are appropriate for biography with reason why on Google Slides and where they believe they belong.</p> <p>Closing: Share the best image and paragraph it accompanies.</p>			X	X	X		
<p>Day 19: Connection: Ask scholars why they think adding pictures is important?</p> <p>Whole group: Discuss how another way to create a more interesting project is by adding sound and videos (either self created or linked). What is appropriate? When and why?</p> <p>Brainstorm, make charts of videos, photos, sounds, etc that should be added.</p> <p>Independent : Adding sounds and videos. Finding, creating library, and adding to presentation.</p>			X	X	X		
<p>Day 20 - 23: Connection: Check in with charts, media library posts, and other previous information as it fits.</p> <p>Whole Group:</p>		X	X	X			

<p>Remind scholars that this is the point in time where they get to take their writing and information they learned and put it into a fun engaging presentation to help others learn about their important protester.</p> <p>Discuss work time expectations and what peer editing will look like on this project. Revisit as fit in upcoming days.</p> <p>Independent time: Work time and Partner Revisions and Editing. Peer collaboration to discuss whether they are conveying their point clearly.</p> <p>Closure: Check ins on how scholars are feeling about the projects. Share of successes and ah-ha moments.</p>						
<p>Day 24: Share and Celebrate! Invite parents and other classes. Or post to webpage as appropriate.</p> <p>Have students share projects by either displaying and walking around the room or presenting to whole group. If online, have scholars record themselves and share videos or set up small group Google Meets where scholars can sign up and share with other scholars in the classroom.</p>		X			X	
<p>Day 25: On Demand Writing Assessment:</p> <p>Ask scholars to read a leveled biography passage and then write an informational text about why this person is notable and use supporting facts from their life.</p>		X				

Materials, tools and resources:

Books:
Peaceful Fights for Equal Rights
Enough! 20 Protesters Who Changed America

Podcasts:
 What it Takes <https://podcasts.apple.com/us/podcast/what-it-takes/id1025864075?mt=2>

Websites: (create QR Codes)
 Academy of Achievement: <https://achievement.org/achiever/>
 America's Story From America's Library: <http://www.americaslibrary.gov/aa/activists.php>
 Ducksters: <https://www.ducksters.com/biography/>
 PebbleGo Next- Advocates and History Makers: <https://pebblegonext.com/modules/15/categories/9937>

PebbleGo - History Makers: <https://site.pebblego.com/modules/3/categories/3163>

ReadWorks: <https://www.readworks.org/>

Websites:

Save the Pacific Northwest Tree Octopus: <https://zapatopi.net/treeoctopus/>

Flocabulary: <https://www.flocabulary.com/topics/research-study/>

Using Wikipedia: <https://www.edutopia.org/using-wikipedia-classroom>

BrainPop: <https://www.brainpop.com/english/writing/copyright/>

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page):

Kristen Johnson

Barack and Michelle Obama Elementary

Additional credit given to: