

Unit Title: 5th grade Persuasive Writing Unit-Current Events and Government

Grade Level: 5

Subject Area: *Literacy and Social Studies*

Duration/Length/Number of class periods: 5 weeks

Description:

5th graders will be working on a persuasive writing unit. Students will be investigating current events that affects us on the federal, state, and local level. Students will learn how to research, determine valid and useful information, and organize notes using various sources. The unit will include a debate with topics chosen and researched by the students using the skills from previous lessons. The topics should be issues that the students are interested in.

Established Goals (National, State, Local): ELA Standards

5.2.3.3 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.

5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

5.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

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. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

What Enduring Understandings are desired?

Creating a point of view can help us better understand the world, ourselves and others.

Information is organized in different formats and forms for varying purposes.

There are three branches of government and three levels of government that make laws.

What Essential Questions will be considered?

How can you determine if evidence is valid and reasonable?
 How do the decisions the branches make effect the general population (people)?
 What role does planning preparation and research play in effective communication and argumentation?
 How do people effectively use persuasion to get what they want?

Students will know / be able to:

- Find facts to support my opinion
- Research at least 2 points of view of a topic
- Determine credibility of their research
- Identify the three branches of government and their responsibilities
- Determine fact vs. opinion
- Develop and practice efficient research and note taking skills
- Become informed about different current events on the local, state and national level

<p>Description</p> <p style="text-align: center;"><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p style="text-align: center;">E Q u i v e</p>	<p style="text-align: center;">S u m m a t i v e</p>	<p style="text-align: center;">I n t r o d u c t o r y A c t i v i t y</p>	<p style="text-align: center;">L e a r n i n g A c t i v i t y</p>	<p>Student Technology Used</p>	<p>Teacher Technology Used</p>	<p>ISTE Standards</p>
<p>Student Debate (With fishbowl with Backchannel chat) -Students will create groups of 4 based on interests. They will pair up and create teams one Pro one Con. They will spend time researching and preparing for the debate. They will have 5-10 minutes to debate. The students who are observing the debate will use backchannel chat to post questions. When the debate is completed the teacher will ask questions the students posted.</p>		x		x	iPads	Ipad, Projector	
<p>Research counterpoints on a specific topic multiple times- using Multimedia sources https://bit.ly/2Ax9Jt3</p>	x		x	x	Google Docs		

<p>-The school librarian will begin the lesson by teaching a Pebble go research project. The students will use interactive tools to highlight, cross text out and identify key details.</p> <p>-The teachers will continue the lesson in the classroom by modeling efficient note taking and research skills using relevant articles about the pros and cons of girls attending school.</p> <p>-The children will type notes using google docs, organizing the notes in a two column system to organize their sources and key details.</p>							
<p>Practice efficient note taking skills https://bit.ly/2Ax9Jt3</p> <p>-Students will use the resources given by the school librarian and previous lessons to conduct their own researches in their classroom.</p> <p>-Students will practice taking notes by looking for valid and real life examples, looking up unknown vocabulary, summarizing, and interpreting various sources.</p> <p>-Students will take these notes using google docs, organizing the notes in a two column system to organize their sources and key details.</p>	X			X	Google Docs		
<p>Media Scavenger hunt https://tinyurl.com/yc2qf8um</p> <p>-The teacher will prepare a multimedia resource list/compile resources. The students will use QR codes or a scavenger hunt graphic organizer to guide them through the research and help them learn the best ways to organize their information and research.</p>					iPads		
<p>Create your own civilization- Google Drawing template https://tinyurl.com/ycgcvtlq</p> <p>-Students will choose to work in groups or individually to create their own society.</p> <p>-Using Google Drawing, the students will create and design their own island. They will begin to explore and discover what makes a community. They will also explore government responsibilities and community needs.</p> <p>-The students will continue to add and move to their Google Drawing Civilization as they continue to learn throughout the unit.</p>					iPads Google Drawing		
<p>Government task card activity https://bit.ly/2LkwqCa</p> <p>-Students will work in small groups to look at each branch of the government.</p> <p>-Based on task cards, students will look at issues and make decisions from a federal, state, and local standpoint.</p>	X			X			

Materials, tools and resources Ebsco Point of View Database using SPPL card(for teachers)

<https://idebate.org/debatabase/education?page=3>

<https://mrsblowenglish.weebly.com/debates.html>

<https://junior.scholastic.com/pages/topics/debate.html?page=1>

<https://newsela.com/text-sets/2694/pro-cons>

https://docs.google.com/drawings/d/1zik_hTkmShSth3KISrCPE9EIQi_Fq3Xp4mNYPy68Wk/edit

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

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Additional credit given to

Mrs. Blow's English Classroom Website
Scholastic
Newsela
Idebate
PebbleGo
Red White and Coffee from Teachers Pay Teachers
JoceyInn Bukentin