

Unit Focus

Reading and writing units are tightly integrated once again as students carry informational reading and research strategies taught in unit 4 to building knowledge and designing research questions while reading historical fiction. Students will learn to take both a critical and empathetic stance to historical perspectives and experiences as they immerse in reading and research clubs of historical time periods.

Reading Skills: Synthesizing and Interpreting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Social Studies : 4</i></p> <ul style="list-style-type: none"> • DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY <ul style="list-style-type: none"> ○ Explain why compelling questions are important to others (e.g., peers, adults). (<i>INQ.3-5.1</i>) ○ Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. (<i>INQ.3-5.3</i>) • Civics <ul style="list-style-type: none"> ○ Illustrate historical and contemporary means of changing society. (<i>CIV.4.1</i>) • Economics <ul style="list-style-type: none"> ○ Identify positive and negative incentives that influence the decisions people make. (<i>ECO.4.2</i>) ○ Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. (<i>ECO.4.3</i>) • History <ul style="list-style-type: none"> ○ Explain probable causes and effects of events and developments. (<i>HIST.4.2</i>) ○ Use evidence to develop a claim about the past. (<i>HIST.4.3</i>) • DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE <ul style="list-style-type: none"> ○ Gather relevant information from multiple sources while using the origin, structure and context to guide the selection. 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (Alternate Perspectives)</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.</p> <p>T3 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T4 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U2 Historians use evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex.</p> <p>U3 Readers monitor their comprehension and use strategies when meaning breaks down</p> <p>U4 Readers think about whose story an author is telling to interpret the message.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do people and/or groups impact history?</p> <p>Q2 What is freedom and how did it change through the American Revolution?</p> <p>Q3 Why do historians consider multiple and complex causes and effects of events?</p> <p>Q4 Whose story is it? Who has the power in this story? How does that impact the author's message?</p> <p>Q5 How does reading historical fiction help us make sense of our world?</p>	

Stage 1: Desired Results - Key Understandings

<p style="text-align: center;"><i>(INQ.3-5.6)</i></p> <ul style="list-style-type: none"> ● DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION <ul style="list-style-type: none"> ○ Construct arguments using claims and evidence from multiple sources. <i>(INQ.3-5.10)</i> ○ Construct explanations using reasoning, correct sequence, examples and details with relevant information and data. <i>(INQ.3-5.11)</i> <p>Common Core <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.4.1)</i> <ul style="list-style-type: none"> ○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <i>(CCSS.ELA-LITERACY.L.4.1.A)</i> ○ Form and use prepositional phrases. <i>(CCSS.ELA-LITERACY.L.4.1.E)</i> ○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <i>(CCSS.ELA-LITERACY.L.4.1.F)</i> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.4.2)</i> <ul style="list-style-type: none"> ○ Use correct capitalization. <i>(CCSS.ELA-LITERACY.L.4.2.A)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>MM.1.3</i> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> ● Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. <i>MM.5.2</i> 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Aspects of colonial life and government in America.</p> <p>K2 The different factors which defined colonists as loyalists, neutral, or patriots.</p> <p>K3 The causes of the Revolutionary War</p> <p>K4 Vocabulary: colonize, colonies, natural resource, economy, trade, industry, freedom, tolerance, intolerance, taxation, representation, protest, representative, revolution/revolutionary, massacre, independence, patriot, loyalist, neutral, traitor, Sons of Liberty, historical fiction, empathy, perspective, point of view, universal themes, best replaces the bold word/phrases, two more exact ways to say what the author means, makes the best sense, that best replace the underlined words with more exact language, best describes, best supports, main idea/central idea, what is the most likely purpose, which conclusion is best supported by this presentation</p> <p>K5 Readers use primary documents including maps, newspapers, speeches and advertisements to build schema about the setting of an historical fiction text.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Reading Comprehension Skills</p> <p>S2 Determining Importance</p> <p>S3 Interpretation of themes (interpreting theme based on the trouble that character face in the story)</p> <p>S4 Analysis of perspectives</p> <p>S5 Content Skills</p> <p>S6 Explaining how culture influences the way people modify and adapt to their environments</p> <p>S7 Illustrating historical and contemporary means of changing society</p> <p>S8 Identifying positive and negative incentives that influence the decisions people make</p> <p>S9 Identifying examples of the variety of resources that are used to produce goods and services</p> <p>S10 Gathering and using relevant information from multiple sources</p> <p>S11 Interpreting theme based on the trouble that characters face in the story</p> <p>S12 Generating questions for informational reading to better understand the time period of an historical fiction text</p> <p>S13 Writing Skills</p> <p>S14 Using evidence to explain cause and effect and build a claim</p> <p>S15 Constructing arguments/developing claims</p> <p>S16 Constructing explanations</p> <p>S17 Grammar Skills</p> <p>S18 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>S19 Form and use prepositional phrases.</p> <p>S20 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>S21 Use correct capitalization.</p>	