

Grade 5 - Unit 5 - "Picturing Change"

Unit Focus

This unit introduces a more diverse collection of texts, characters and authors into the fifth grade classroom libraries. Due to the homogeneous nature of this school community, students often find books to be mirrors, reflecting their own experiences and lives. However, they rarely have the opportunity to experience books as windows looking and opening up into a variety of communities, cultures, life experiences and family dynamics that are different from their own. The main objective of this unit is for the students to use empathy to see the world through a variety of lenses. Then to use those lenses to exercise their voice and to think more critically and reflectively about people, communities and experiences.

Students will begin this unit with an initial investigation across a variety of picture books that address social inequities, historically marginalized groups of people, and cultural blind spots. Through the first bend of this unit, they will spend time looking for larger themes across these books and how the characters respond to conflicts and adversities. Students will learn to look at books as both a mirror to see themselves, but also as a window to see the rest of the world. In the second bend of this unit, students will narrow their focus from looking at this collection of books as a whole, to one social inequity, one group of marginalized people or one cultural blindspot. The third bend of this unit will have students investigating these focuses in relation to current events and developing an action plan for how they can use their own voice to make/plan a social change.

Reading Skills: inferring, interpretation, analyzing visuals

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
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| <p>Common Core <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(CCSS.ELA-LITERACY.RL.5.1)</i> ○ Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <i>(CCSS.ELA-LITERACY.RL.5.2)</i> ○ 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). <i>(CCSS.ELA-LITERACY.RL.5.3)</i> | <p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T3 Understand roles in communities and how to propose and/or create change in communities based on important issues.</p> <p>T4 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p> | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <p><i>Students will understand that...</i></p> <p>U1 Critical readers reflect on and question their own experiences and the world around them.</p> <p>U2 Readers use visuals to better understand and affirm diversity, equity, and collaboration in different communities, cultures, life experiences, and family dynamics.</p> <p>U3 Readers use empathy to understand diverse</p> | <p><i>Students will keep considering...</i></p> <p>Q1 How and why do readers use picture books to understand themselves and our world?</p> <p>Q2 How can we use visuals to interpret tones of and understand different communities, cultures, life experiences, and family dynamics?</p> <p>Q3 How can we use empathy to better understand someone else's story?</p> |

Stage 1: Desired Results - Key Understandings

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| <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <i>(CCSS.ELA-LITERACY.RL.5.4)</i> ○ Describe how a narrator's or speaker's point of view influences how events are described. <i>(CCSS.ELA-LITERACY.RL.5.6)</i> ○ 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). <i>(CCSS.ELA-LITERACY.RL.5.7)</i> ○ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>(CCSS.ELA-LITERACY.RL.5.9)</i> ○ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4– 5 text complexity band independently and proficiently. <i>(CCSS.ELA-LITERACY.RL.5.10)</i> | <p>cultures, communities, life experiences, and family dynamics.</p> <p>U4 Readers have a sense of agency and responsibility to use their voice towards fostering social change in their own society and the world.</p> | <p>Q4 How can we use our own story and our own voice to make a difference?</p> |
| Acquisition of Knowledge and Skill | | |
| Knowledge Skill(s) | | |
| <ul style="list-style-type: none"> ● 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. <i>(CCSS.ELA-LITERACY.SL.5.1)</i> <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <i>(CCSS.ELA-LITERACY.SL.5.1.A)</i> ○ Follow agreed-upon rules for discussions and carry out assigned roles. <i>(CCSS.ELA-LITERACY.SL.5.1.B)</i> ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <i>(CCSS.ELA-LITERACY.SL.5.1.C)</i> ○ Review the key ideas expressed and draw conclusions in light of information and | <p><i>Students will know...</i></p> <p>K1 Empathy can lead to social action.</p> <p>K2 Stories can help us better understand worldly communities, cultures, life experiences, and family dynamics.</p> <p>K3 Vocabulary: window, mirror, perspective, culture, diversity, empathy, community, activist, action, social change, adversity.</p> | <p><i>Students will be skilled at...</i></p> <p>S1 Determining theme from how the characters in the story respond to problems and challenges.</p> <p>S2 Comparing and contrasting settings, themes, characters and their experiences across multiple texts and their own lives.</p> <p>S3 Analyzing how the narrator or characters voice influences the way the story is told.</p> <p>S4 Analyzing how visuals are used to communicate meaning and tone.</p> <p>S5 Comparing and contrasting how different stories approach similar themes, problems, and conflicts.</p> |

Stage 1: Desired Results - Key Understandings

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| <p>knowledge gained from the discussions. (<i>CCSS.ELA-LITERACY.SL.5.1.D</i>)</p> <ul style="list-style-type: none"> • Speaking & Listening <ul style="list-style-type: none"> ○ 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. (<i>CCSS.ELA-LITERACY.SL.5.4</i>) ○ Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (<i>CCSS.ELA-LITERACY.SL.5.5</i>) <p>Student Growth and Development 21st Century Capacities Matrix <i>Global Thinking</i></p> <ul style="list-style-type: none"> • Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences. <i>MM.5.1</i> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. <i>MM.5.2</i> • Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner. <i>MM.5.3</i> | | |
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