

## Part II: Unit Development

<b>Unit 3:</b> The United States of America: Stories of Conflict and Change	<b>Duration:</b> 50 days
<b>Unit Overview:</b> The United States of America's story is one that can be told through its conflicts and its cultural and social changes. Students in this unit will examine the American Revolution, the American Civil War, World Wars I and II. They will explore these wars thematically, looking for patterns and similarities and analyzing if the United States of America's involvement in these conflicts embodies the ideals in the Declaration of Independence. Students will also explore cultural change through the expedition of Lewis and Clark and social change through analysis of Civil Rights, Women's Suffrage, and Ellis Island and immigration. They will also explore how technology has changed and shaped the United States of America.	<b>Task Titles:</b> Entry: Students Ways of Knowing about Conflict and Change The United States of America as a story of conflict The United States of America as a story of change
<b>Coherence: How does this unit build on and connect to prior knowledge and learning?</b> In third grade, students studied the Boston Tea Party and its role in the American Revolution as an act of rebellion. They also explored explanatory writing and how research contributes to a reader's understanding of the ideas and points they choose to make in their writing. This connects to fifth grade, where students will study the American Revolution as a rebellion against British rule and oversight, and its role in creating the structure and function of the United States of America's democracy.	
<b>Essential Questions:</b>  <ol style="list-style-type: none"><li>1. Is conflict inevitable?</li><li>2. Why do people and places change?</li></ol>	<b>Enduring Understanding:</b>  <b>Conflict is rooted in beliefs and values:</b> The Declaration of Independence states why colonists want to break away from English rule. It also establishes a set of beliefs and values - that when a government no longer functions in service of its people, then the people have an obligation to "throw off" such government. It also infers that those who can take action have the responsibility to take action - an ideal that can be traced through the United States of America's conflicts both within itself and with other nations. How true is the United States of America today to the ideals expressed in the Declaration of Independence?  <b>Innovation, beliefs, and values change people and places:</b> Our beliefs and values are not innate - they are taught, lived and experienced. The United States of America's beliefs and values have changed over time, and ideas can evolve and change given exposure to new information and new values.

**What Students Will Know:**

- The American Revolution was a fight for independence from Great Britain
- After the Revolution, Americans began to explore the continent by moving West
- Manifest Destiny and its role in Westward Expansion
- The causes, results, and effects of the Civil War
- The North was more industrialized than the South, which relied on agriculture
- The United States of America's rise as a world power
- The causes, results, and effects of World War I
- The causes, results, and effects of World War II
- The rise of the Cold War and its impact on space exploration
- Civil Rights Movement
- Lewis and Clark expedition across the continent to the Pacific Ocean
- Sacagawea
- Nez Perce and Chief Joseph
- Ruby Bridges
- Innovations in the United States and the space race
- The United States of America reaches the moon - Buzz Aldrin and Neil Armstrong are the first people to step foot on the moon
- Industrial Revolution and child labor

**What students will do:**

- Make inferences when reading, examining images, and watching videos
- Recognize cause and effect relationships
- Identify central issues in our history
- Identify a central message or theme of a text
- Sequence events and draw conclusions about how events unfolded
- Explain and draw conclusions about the effects of the Civil War on different groups
- Make comparisons within and across texts
- Summarize events and information
- Make comparisons between the past and the present
- Identify and draw conclusions about cause and effect relationships
- Identify central issues in topics and concepts
- Identify and make observations about main idea or theme in a fiction or nonfiction work
- Compare historical events and draw conclusions about the outcomes and its effects today
- Identify change and explain how change impacts people, places, and events
- Examine the concept of change over time in the United States of America's history and draw conclusions about its effects
- Identify and compare themes across fiction and nonfiction texts
- Develop arguments about whether or not change is a choice
- Identifying and explaining what type of change is most significant and why
- Create and develop an informative piece of writing and present that writing to an audience

**Unit-Specific****Vocabulary**

**Academic vocabulary**  
 timeline  
 inference  
 summarize  
 cause and effect  
 comparison  
 central issue  
 central message  
 main idea  
 theme  
 draw  
 conclusions  
**Content vocabulary**  
 Task 1  
 independence  
 revolution  
 confederation  
 congress  
 constitution  
 delegate  
 ratify  
 amendment  
 territory  
 Manifest Destiny  
 immigrant  
 industry  
 state's rights  
 abolitionist  
 secede  
 segregation  
 Reservation  
 interdependent  
 transcontinental

manufacturing  
 entrepreneur  
 diverse  
 depression  
 bias  
 fascism  
 Cold War  
 communism  
 high-tech  
 conflict  
 Terrorist  
  
 Task 2  
 Civil Rights  
 diversity  
 segregation  
 equality  
 equal rights  
 Nez Perce  
 expedition  
 vigilance  
 immense  
 equivalent  
 crucial

	<ul style="list-style-type: none"> <li>Asking and answering questions in a variety of settings for a variety of purposes</li> </ul>	
<p><b>Entry Level Vocabulary</b></p> <p>plebes treading segregated symbol striving barracks undeniable surreal civil engineer financial influential foundation empower bounding marathon physiologically application crumples hurls registered</p>	<p><b>Task 1 Vocabulary</b></p> <p>Academic vocabulary timeline inference summarize cause and effect comparison central issue central message main idea theme draw conclusions</p> <p>Content vocabulary independence revolution confederation congress constitution delegate ratify amendment territory</p> <p>Manifest Destiny immigrant industry state's rights abolitionist secede segregation reservation transcontinental manufacturing entrepreneur diverse depression bias fascism Cold War communism high-tech conflict interdependent</p>	<p><b>Task 2 Vocabulary</b></p> <p>Civil Rights Women's Rights and Suffrage diversity segregation equality equal rights Nez Perce expedition vigilance immense equivalent crucial</p>
<p><b>Entry Level Assessment and Connection to Unit:</b></p> <p>Getting Started serves as the entry point for students into the tasks.</p>	<p><b>Unit Materials, Resources and Technology:</b></p> <p><u><a href="#">Girl Running</a></u> by Annette Bay Pimental  <u><a href="#">Gordon Parks</a></u> by Carole Boston Weatherford  <u><a href="#">The Girl with a Mind for Math</a></u> by Julia Finley Mosca  <u><a href="#">Don't Call me Pruneface!</a></u> by Janet Reed Ahearn  <u><a href="#">Exploring the States CT</a></u> by Emily Rose Oachs  <u><a href="#">Connecticut</a></u> by John Hamilton  <u><a href="#">The Name Jar</a></u> by Yangsook Cho</p>	

### Opportunities for Interdisciplinary Connections:

This is an integrated course where Social Studies and English/Language Arts are taught coherently.

The overarching themes for K-6 are:

- 1. Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of others - affect me, where I live, and how I live?
- 2. Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

- 1. Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.
- 2. We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."
- 3. The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become "our" stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

#### Links to Naugatuck Public Schools Website:

[Humanities](#)  
[Guided Reading](#)  
[Reading](#)  
[Competencies](#)

#### Planning Ideas:

**Note:** Humanities Centers are not intended to replace literacy stations or guided reading groups. These centers are created to assist in the humanities block to deepen students' understanding and give students additional learning experiences. When applicable, centers may be conducted as additional centers during literacy stations, but not in a way to replace word study, phonics, reading groups, etc.

**Everyday:**

Words Their Way and Oral Language Development. This includes "learning to read" space for children.

**During the Week:**

Reader's Workshop

Guided Reading

Writer's Workshop - with writer's notebooks

Conferring during Independent Reading:

Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, "How's it going?" "What are you learning?" and "What are you figuring out as a reader?"

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

- Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)
- Asking a student to talk about what is happening in that excerpt, stating simply: "Tell me more!"
- Helping students use "fix-up" strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)
- Asking students what they like/don't like about a book and why (push them to cite evidence!)
- Suggesting titles that the student might find interesting and appropriate

### Part III: Task Development and Associated Task

<b>Unit 3: Entry Level</b>	<b>Task Name:</b> Students Ways of Knowing about Conflict and Change	<b>Duration:</b> 5 days
<b>Task Description:</b> In this entry level task, students will create a journal response. What is a conflict or change you have experienced and had to overcome? What gives you strength? Ordinary people can help change the world making it more equitable for all. Students will work with their class to explore and discuss several people who share their passions and experiences and how it influenced them and the path they chose in their lives. Students will be comparing the present to the past, and write to inform about themselves, present and future.		
<b>Competencies Addressed:</b> ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author’s intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.2: I can write informative/ explanatory texts to examine a topic and convey ideas and information. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words. ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension. SS 3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories. SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.		<b>Essential Questions:</b> How do our personal experiences shape and motivate us to persevere through conflict and change?  <b>Enduring Understandings:</b> Our experiences do shape who we are and that memories of those experiences are equally as important. Our identity is a culmination of our experiences and the meaning we assign to the experiences.

SS.3-5.HIS.4: Draw conclusions about causes and effects of events in the past.

**In this Task, students will know:**

- The structure of formal, informational text
- Details help the reader to understand your ideas more fully
- Procedures for presenting work and ideas
- Processes and procedures for work in groups and collaborating with peers
- Strategies for uncovering the meaning of words
- Strategies for reading with accuracy and comprehension

**Task Vocabulary:**

plebes  
treading  
segregated  
symbol  
striving  
barracks  
undeniable  
surreal  
civil engineer  
financial  
influential  
foundation  
empower  
bounding  
marathon  
physiologically  
application  
crumples  
hurls  
registered

**In this Task, students will be able to:**

- Write a letter containing details from their past and present to their future self
- Compare different texts for what main ideas and themes are similar
- Plan written work and choose how to convey their thoughts and ideas (about the past and the present)
- Draw conclusions
- Ask questions and converse on topic with peers
- Read accurately and fluently

**Plan for Student Reflection:**

Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

### Part III: Task Development and Associated Task

<b>Unit 3: Task 1</b>	<b>Task Name:</b> The United States of America as a story of conflict	<b>Duration:</b> 25 days
<b>Task Description:</b> How are we shaped by conflicts? How do conflicts shape us? In this task, students will analyze major American conflicts spanning three centuries: The American Revolution, The American Civil War, World Wars I and II, and the Cold War. By examining these conflicts side-by-side, students will be able to identify, explain and evaluate patterns and themes and compare them to the Declaration of Independence - a document that serves as both a statement of self-rule and a call to arms to "throw off" oppressive government. Does the United States of America's involvement in these major conflicts align with the ideals, beliefs, and values in the Declaration of Independence?		
<b>Competencies Addressed:</b> ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.) ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author's craft and a text's structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.RES.1: I can conduct short research projects. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.2: I can write informative/ explanatory texts to examine a topic and convey ideas and information. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.		<b>Essential Questions:</b> Is conflict inevitable?  <b>Enduring Understandings:</b> <b>Conflict is rooted in beliefs and values:</b> The Declaration of Independence states why colonists want to break away from English rule. It also establishes a set of beliefs and values - that when a government no longer functions in service of its people, then the people have an obligation to "throw off" such government. It also infers that those who can take action have the responsibility to take action - an ideal that can be traced through the United States of America's conflicts both within itself and with other nations. How true is the United States of America today to the ideals expressed in the Declaration of Independence?

ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words.  
 SS 3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories.  
 SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.  
 SS.3-5.HIS.4: Draw conclusions about causes and effects of events in the past.

**In this Task, students will know:**

- The American Revolution was a fight for independence from Great Britain
- After the Revolution, the United States of America began to explore the continent by moving West
- Manifest Destiny and its role in Westward Expansion
- Slavery as a cause of the Civil War
- The North and South were divided on many issues, including slavery
- The North was more industrialized than the South, which relied on agriculture
- Reconstruction and the effect of the death of President Abraham Lincoln
- The United States of America's rise as a world power
- The causes and results of World War I
- The causes and results of World War II
- The rise of the Cold War and its impact on space exploration

**Task Vocabulary:**

- |                     |                  |
|---------------------|------------------|
| Academic vocabulary | Manifest Destiny |
| timeline            | immigrant        |
| inference           | industry         |
| summarize           | state's rights   |
| cause and effect    | abolitionist     |
| comparison          | secede           |
| central issue       | segregation      |
| central message     | reservation      |
| main idea           | transcontinental |
| theme               | manufacturing    |
| draw conclusions    | entrepreneur     |
| Content vocabulary  | diverse          |
| independence        | depression       |
| revolution          | bias             |
| confederation       | fascism          |
| congress            | Cold War         |
| constitution        | communism        |
| delegate            | high-tech        |
| ratify              | conflict         |
| amendment           | terrorist        |
| territory           | interdependent   |

**In this Task, students will be able to:**

- Make inferences
- Recognize cause and effect relationships
- Identify central issues in our history
- Identify a central message or theme of a text
- sequence events and draw conclusions about how events unfolded
- Identify and make observations about main idea (including details)
- Explain and draw conclusions about the effects of the Civil War on different groups,

**Plan for Student Reflection:**

Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

<p>including African-Americans, Native Americans, immigrants, women, and children</p> <ul style="list-style-type: none"><li>● Make comparisons within and across texts</li><li>● Recognize bias (immigrants, African-Americans, women, Native Americans, etc.)</li><li>● Summarize events and information</li></ul>	<p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p>
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### Part III: Task Development and Associated Task

<b>Unit 3: Task 2</b>	<b>Task Name:</b> The United States of America as a story of change	<b>Duration:</b> 20 days
<b>Task Description:</b> The story of North America is one of change - for Native Americans, for African-Americans, for immigrants, for women, for children. Students will examine, analyze and evaluate cultural change, social change and technological change and how each has impacted the United States of America's past, present and future. Students will explore The Long Walk of the Navajo and their role in World War II. They will also analyze through primary and secondary sources the Civil Rights Movement and its impact on the United States of America's ideals. Finally, students will analyze how technology has changed the way Americans live, work and think from the invention of the cotton gin to space exploration and cell phones.		
<b>Competencies Addressed:</b> ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.) ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author's craft and a text's structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.RES.1: I can conduct short research projects. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.2: I can write informative/ explanatory texts to examine a topic and convey ideas and information. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.		<b>Essential Questions:</b> Why do people and places change?  <b>Enduring Understandings:</b> <b>Innovation, beliefs, and values change people and places:</b> Our beliefs and values are not innate - they are taught, lived and experienced. The United States of America's beliefs and values have changed over time, and ideas can evolve and change given exposure to new information and new values.

ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words.  
 ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension.  
 SS 3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories.  
 SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.  
 SS.3-5.HIS.4: Draw conclusions about causes and effects of events in the past.  
 SS.3-5.GEO.1: Use a variety of geographic representations when making connections between a place, its features, and its influence on settlement.

**In this Task, students will know:**

- Civil Rights Movement
- Nez Perce and Chief Joseph
- The effects of World War I
- The effects of World War II
- Ellis Island as a gateway for immigrants into the United States
- Ruby Bridges
- Lewis and Clark expedition
- Louisiana Purchase
- Innovations in the United States and the space race
- The United States of America reaches the moon - Buzz Aldrin and Neil Armstrong are the first people to step foot on the moon
- Industrial Revolution and child labor

**Task Vocabulary:**

Civil Rights	equivalent
diversity	crucial
segregation	conquer
equality	absurdity
equal rights	industry
Nez Perce	technology
expedition	innovation
vigilance	prejudiced
immense	looms
	shillings
	hatch
	gravitational
	pull
	lunar module

**In this Task, students will be able to:**

- Make inferences when reading, examining images, and watching videos
- Make comparisons between the past and the present
- Identify and draw conclusions about cause and effect relationships
- Identify central issues in topics and concepts
- Identify and make observations about main idea or theme in a fiction or nonfiction work
- Compare historical events and draw conclusions about the outcomes and its effects today
- Identify change and explain how change impacts people, places, and events
- Examine the concept of change over time in the United States of America's history and draw conclusions about its effects
- Identify and compare themes across fiction and nonfiction texts

**Plan for Student Reflection:**

Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

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| <ul style="list-style-type: none"><li>● Develop arguments about whether or not change is a choice</li><li>● Identifying and explaining what type of change is most significant and why</li><li>● Create and develop an informative piece of writing and present that writing to an audience</li><li>● Asking and answering questions in a variety of settings for a variety of purposes</li></ul> |  |
|---|--|