

ELA Unit 4  
Emily Johns-O’Leary—5<sup>th</sup> Grade  
1/7/12-2/8/12

Why:

As we move on to studying perspective and point of view, it is time for my students to take a different level of ownership and apply their skills in a different way. We have now established most basic literary terms and comprehension strategies, and it is time for students to understand the why of reading and apply it to the why of education. As I integrate literacy reading instruction with a social studies unit on the Age of Exploration, I want to focus on developing my students’ critical consciousness. I cannot teach them about their culture, but I can present them with different stories about the history of their tribe and other native peoples of the Americas. I want students to be the ones who realize the realities that they are reading, and in order to draw the conclusions and raise the questions that will allow them to understand this meaning in their lives, they need strong reading and critical thinking skills.

Standards:

Vocabulary	<p><b>RI.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. -Distinguish literal from nonliteral language</p>
Poems	<p><b>RI.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
Point of View and Perspective	<p><b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. -Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described. -Distinguish own point of view from that of a narrator or characters -Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations. -Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

Objectives:

<p>Point of View and Perspective</p>	<ol style="list-style-type: none"> <li>1. Determine two or more main ideas from a text, citing key details to support the main idea.</li> <li>2. Identify reasons and evidence that an author uses to support particular points in a text.</li> <li>3. Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>4. Distinguish own point of view from that of the narrator or characters.</li> <li>5. Distinguish between first and third person narrations.</li> <li>6. Compare and contrast a firsthand and secondhand account of the same event or topic.</li> <li>7. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>8. Write imagined accounts of historical events from different perspectives.</li> <li>9. Evaluate the reliability and validity of multiple accounts of the same event based on their point of view.</li> <li>10. Infer reasons for differences in point of view and the origins of bias in different accounts and stories.</li> </ol>
<p>Comprehension Strategies (Inferring and Determining Importance)</p>	<ul style="list-style-type: none"> <li>• Use the cover and illustrations of a text to infer meaning.</li> <li>• Use text clues to infer meaning.</li> <li>• Use inferring and questioning to understand historical concepts.</li> <li>• Combine visualizing and inferring to understand new information.</li> <li>• Determining Importance</li> </ul>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Distinguish literal from nonliteral language.</li> <li>• Identify and create metaphors and similes.</li> <li>• Explain the effects of metaphors and similes.</li> <li>• Use context, including literal and nonliteral language, to infer the meanings of new words.</li> </ul>

- Class set of *Guests*
- Small group set of *Encounter*
- Native books
- Small group set of *Shades of Grey*
- SG set of *Misty of Chincoteague*

Focus	Monday	Tuesday	Wednesday	Thursday	Friday
1/7-1/11* Intro to Inferring  Main Idea/Key Point and Comparing Texts	<ul style="list-style-type: none"> <li>Use the cover and illustrations of a text to infer meaning.</li> <li>Determine two or more main ideas from a text, citing key details to support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Use text clues to infer meaning.</li> <li>Determine two or more main ideas from a text, citing key details to support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Combine visualizing and inferring to understand new information.</li> <li>Determine two or more main ideas from a text, citing key details to support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>Reading Response</li> <li>Identify reasons and evidence that an author uses to support particular points in a text.(?)</li> </ul>
1/14-1/17 Inferring and Questioning  Point of View (speaker, bias, perspective)	<ul style="list-style-type: none"> <li>Distinguish own point of view from that of the narrator or characters.</li> <li>Distinguish between first and third person narrations.</li> </ul> <p>Text: <i>Guests</i>, ps. 1-32</p>	<ul style="list-style-type: none"> <li>Distinguish between literal and figurative language.</li> </ul> <p>Text: <i>Guests</i>, pgs. 32-48</p>	<ul style="list-style-type: none"> <li>Distinguish between a simile and a metaphor, and orally explain their use in a text.</li> </ul> <p>Text: <i>Guests</i>, pgs. 49-75</p>	<ul style="list-style-type: none"> <li>Quiz: Figurative Language</li> </ul> <p>Text: <i>Guests</i>, pgs. 76-104</p>	<p><i>Conferences</i></p> <ul style="list-style-type: none"> <li></li> </ul>
1/22-1/25* Columbus; analyzing multiple accounts, and distinguishing between	<p><i>Dr. Jr. Day</i></p> <p>Big questions: -How are different accounts of a historical event similar and different?</p>	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast two stories from different perspectives.</li> <li>Write a short account from a</li> </ul>

<p>firsthand, secondhand, different perspectives, and historical fiction/ reliability</p>	<p>-What affects the reliability of any historical account? -What is truth, and how do readers figure out truth?</p>	<p>represent. IR Text: <i>Guests</i>, pgs. 104-119 GR Text: <i>Encounter</i> and textbook  Writing: Practice for journal project.</p>	<p>represent. • Use inferring and questioning to understand historical concepts.  GR Text: Our textbook and one library book IR Text: <i>Morning Girl</i></p>	<p>represent. • Distinguish the speaker from the author of a poem.  GR Text: Columbus' journal in textbook and library book IR Text: <i>Morning Girl</i></p>	<p>perspective other than their own.  Begin explorer research and map project.  IR Text: <i>Morning Girl</i></p>
<p>1/28-1/31</p>	<p>• Evaluate the reliability and validity of multiple accounts of the same event based on their point of view.  GR Text: Coronado and/or Vanderwagen, Cortez Begin new literature circles.</p>	<p>• Evaluate the reliability and validity of multiple accounts of the same event based on their point of view.  GR Text: Coronado and/or Vanderwagen, Cortez</p>	<p>• Compare and contrast the perspectives and attitudes of the speakers in two poems.</p>	<p>• Compare and contrast the perspectives and attitudes of the speakers in two poems.  First literature circle discussion</p>	<p><i>Professional Development</i></p>
<p>2/4-2/8</p>	<p>• Determine the main idea of a text and support with key details.  IR: Lit Circle Books SG: Weekly Reader</p>	<p>• Distinguish between important and interesting details.  GR: Lit Circle Books (2 groups, 1 after</p>	<p>• Infer what an author thinks is important based on perspective.  GR: Two texts on Spanish explorers</p>	<p>• Infer what an author thinks is important based on perspective.  GR: Two texts on Spanish explorers</p>	<p>• Quiz • Literature Circle Discussions</p>

	(1 group after lunch)	lunch)			
2/11-2/15*	<ul style="list-style-type: none"> <li>Analyze how an author's choices are influenced by perspective and agenda.</li> </ul> <p>GR: Two texts on Spanish explorers</p>	<ul style="list-style-type: none"> <li>Analyze how an author's choices are influenced by perspective and agenda.</li> </ul> <p>GR: Two texts on Spanish explorers</p>	<ul style="list-style-type: none"> <li>Ask questions to stimulate discussion that deepen understanding of perspective.</li> </ul> <p>GR: Lit Circle Books</p>	Literature Circle Discussions	<i>Unit Assessment</i>

Need to cover:

- Poems: perspective of the speaker
- Perspective: how the narrator and the narrator's perspective influences how events are described (fiction: understanding characters and how they would see/tell events differently; nonfiction: what is included and not included, how who the speaker is influences what they tell, how version of events is influenced by both perspective and agenda)
- Main idea: Accuracy in finding and supporting with details; determining importance strategy

Unit 5 focus:

- Poetry and poetic devices; figurative language
- Constructing written arguments about text to synthesize what we have learned
- Strategy:

Final Project Ideas:

- Pairs of students plan a lesson for a third grade (or lower?) class about an explorer, the history of Zuni, a conquest, etc.
- Team with Tina and/or Charlotte to incorporate Zuni Language into presentation and history
- Put explorers on trial, with students defending and prosecuting them

*Exploring the Americas*

Christopher Columbus

Juan Ponce de Leon

-First to current US, looking for fountain of youth in Florida

Amerigo Vespucci

Herando Cortes

-1504: Hispaniola, ran a farm of Native American slaves, the joined an expedition that colonized Cuba

-1519: Heard about settlements west with vast amounts of gold, sailed to find them, went inland and found the Aztecs

-More than 5 million people

-Leader, Montezuma, held the invaders off for two years; in 1521, Cortes defeated the Aztecs and captured Tenochtitlan, demolished the city, succeeded in destroying the empire

-Had a new city built and called it Mexico City, capital of New Spain

-The Aztecs had had a legend of a god who would arrive at a certain time; Cortes arrived at the right time, so they let him come right into Tenochtitlan

Francisco Pizarro

-1532: Led army into South America, captured Atahualpa (leader of Incas) and would return him for room of treasure, killed him anyway

-Melted down works of art into bars to be shipped more easily back to Spain

Ferdinand Magellan

-1521—Sailed around tip of South America, expedition was first around the world, although he was killed in the Philippines

Jacques Cartier

-1534 expedition looking for northwest passage; claimed Newfoundland for France

Hernando de Soto

-1539, traveled up through southeast US, killed thousands of Native Americans, claimed lands up to Mississippi for Spain, always looking for gold and never found it

-NOTE: pg. 29 text box on a “lucky man”—one of 4 from 400 that survived a 1528 expedition

Francisco Vasquez de Coronado

-1540, searching for cities of gold in southwest, up from Mexico into present-day Arizona, found only pueblos and no cities of gold

Sir Francis Drake

-1577, first Englishman to cross the Pacific Ocean

Henry Hudson

-Looked for northeast, then northwest passage to Asia, just found Hudson river

Book conclusion:

-Acknowledges that old world gained the most, but very little about NA diseases and surviving culture

Slaves:

- The first slaves in the Caribbean islands were Native Americans. Within 10 years, more than half had died from disease and abuse, leading to a shortage, so by 1510, slaves were brought in from Africa
- By 1520, there were no Native Americans left on Hispaniola
- NOTE: This is a small text box on pg. 27 under main text about Magellan, Columbus, and Cortes. This is the death of an entire people and the beginning of a centuries-long system of slavery leading to current US racial inequality.

<http://library.thinkquest.org/J002678F/columbus.htm> (revised Columbus entries in kid-friendly language)

<http://www.american-buddha.com/chris columbus.htm> (Zinn)

- Essential point: Lack of immunity killed far more natives than guns or battles.
  - Did the Europeans actually mean to defeat the natives?
  - Who was actually stronger?
  - Vocabulary: immunity, disease, epidemic

Textbook:

pgs. 104-107 Log of Christopher Columbus

-Use to compare firsthand and secondhand

-Key: this was not the whole log; the textbook publishers chose what to include or not; this is an adapted translation

Lesson 1

pgs. 114-115

-Why explorers had to convince people to sponsor them

-Reasonable background on Columbus

-Critical thinking: the book seems casual in its paragraph about Ferdinand and Isabella forcing Muslims/Jews out and claiming all land for Catholics

-What do you think about Ferdinand and Isabella, based on this information?

-What could this mean for other projects they would sponsor?

pg. 116-117

-Quick summary of Columbus' voyage and arrival

-Mentions capturing Taino, but quickly and casually; the main idea is that Columbus was successful, praised at home, overcame the challenges of sailing across the ocean

Lesson 2

pgs. 120-123

-Cabot, Vespucci, Balboa—background information for specific research

-Balboa on pg. 123, casual mention of farm (probably run by slaves) and taking land from Native Americans later

pgs. 124-125

-Magellan, Treaty of Tordesillas between Spain and Portugal

pgs. 126-127

-Points of View exercise (brief quotes)

-Discuss differences in word choice, opinion words, types of adjectives

-Why can't we really evaluate these people's points of view based on this page alone? What do we need to do to be able to be informed and fair in our analysis?

Lesson 3

pgs. 128-129

-Ponce de Leon, fountain of youth

-Mention of Native American resistance and triumph (he was killed when the Calusa tribe defended their land)

pgs. 130-131

-Cortes and the Aztec; mentions diseases, Aztecs letting them in, as well as the fact that some Aztecs helped the Spanish because they didn't like the Aztec's harsh rule

-Conquistador vs. Aztec warrior comparison (point of interest, but emphasize role of diseases)

-Seven cities of gold

-Marcos de Niza went with Estvanico in search of the Seven Cities of Gold/Seven Cities of Cibola; it was actually Zuni at sunset from a distance

-Coronado went searching and claimed the lands for Spain; very quick, little mention of what exactly happened

pgs. 132-134

-Pizarro, de Soto—all very brief

-Missions and Reformation in Europe; made desire to convert Native Americans to Catholicism stronger

pgs. 135-137

-Estevanico focus, then elevation map activity (good)

Lesson 4

Explorations by French and English, searching for the Northwest Passage (Verrazano, Cartier, Hudson)