

Fifth Grade ELA (Wit & Wisdom) Overview

Cultures in Conflict	
<p>August 16- November 5, 2021</p> <p>Essential Question:How do cultural beliefs and values guide people?</p> <p>Core Texts: <i>Thunder Rolling in the Mountains</i>, O’Dell and Hall</p> <p>Supplementary Text:</p> <p>Film Clip:</p> <ul style="list-style-type: none"> • <i>A Landscape of History</i> (http://witeng.link/0675) <p>Historical Accounts (Informational)</p> <p>“Teaching with Documents: The Lewis and Clark Expedition” (National Archives)</p> <ul style="list-style-type: none"> • Map of the United States Expansion • Map of the Native American Tribes • Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living” (Newberry Library) • Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country” (The NEwberry File) • Nimiipuu Homeland” (Nez Perce National Historic Park Museum Collections) • “Legend Times” (Nez Perce National Historic Park Museum Collections) • “Food and Drink” (U.S. Department of Agriculture Nez Perce National Historic Trail) • “Clothing” (U.S. Department of Agriculture Nez Perce National Historic Trail) • “Shelter-The Tipi” (U.S. Department of Agriculture Nez Perce National Historic Trail) • “Getting Around” (U.S. Department of the Interior, National Park Service Nez Perce Museum Collections) • “Transport and Trade” (U.S. Department of the Interior, National Park Service Nez Perce Museum Collections) • “Spirituality” U.S. Department of the Interior, National Park Service Nez Perce Museum Collections) <p>Paintings</p> <ul style="list-style-type: none"> • <i>Chief Joseph, Nez Perce Chief, Head-and-Shoulders Portrait, FACING Forward</i>, E.A. Burbank (https://witeng.link/0676) • <i>The White Cloud, Head Chief of the Iowas</i>, George Catlin (https://witeng.link/0677) 	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Determine the main or central ideas of informational texts and explain how key details support them. • Summarize informational, paraphrasing main ideas in the shortened version. • Summarize stories and chapters of novels, describing characters, setting, conflict, key events, and outcome or resolution. • Analyze and explain the relationship and interactions between different groups and concepts, explaining the impact of one group or concept upon the other. • Analyze characters’ thoughts, words, and actions to infer their individual and cultural beliefs and values, supporting inferences with text evidence. • Compare and contrast characters in stories, drawing on specific details in the text to support analysis. • Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture. • Analyze how Chief Joseph’s “Lincoln Hall Speech” conveys cultural beliefs and values of the Nez Perce culture. • Create a written summary that conveys main ideas and key details of an informational text. • Cite, paraphrase, and elaborate on evidence from literary and informational texts, providing source information and necessary context, in preparation for written analysis. • Craft topic statements for explanatory paragraphs, including comparison or contrast paragraphs, that state an essential idea about a topic and include one or two key points. • Craft thesis statements for explanatory essays, including comparison-contrast essays, that state an essential idea about a topic and include two key points. • Create focused, well organized explanatory and comparison-contrast paragraphs and essays, developing the topic with evidence and elaboration and with task, purpose, and audience in mind.

- *Portrait of George Washington*, Gilbert Stuart ((<https://witeng.link/0678>))

Photography

- “Chief Joseph and his Family c.1880,” F.M.Sargent (<https://witeng.link/06779>)

Stories

- “Coyote and the Monster Story” Parts 1,2,and 3, told by J.R. Spencer (<https://witeng.link/0680>)
- “How Beaver STole Fire from the Pines”

Focusing Question Tasks:

1. Write a paragraph summary of the informational text, “A New Nation Comes to the Indian Country”, that includes the main ideas and key details from the article.

2. Write an informative/explanatory paragraph that explains how the Nez Perce homeland sustained one aspect of the tribes lifestyle and culture.

3. Contribute ideas in a Socratic Seminar to analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses. Following the seminar, reflect on learning by writing one or two paragraphs to explain how the two stories serve similar roles in Nez Perce culture.

4. Write an explanatory paragraph contrasting the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers using evidence from *Thunder Rolling in the Mountains*, chapters 1–3 and the clip from the film *A Landscape of History*.

5. Write an essay to compare and contrast Chief Joseph’s and Sound of Running Feet’s most important beliefs and values, explaining how these similar and different beliefs and values guide the characters’ actions in the novel, *Thunder Rolling in the Mountains*.

New-Read Assessments:

1. Read a traditional Nez Perce story, “How Beaver Stole Fire from the Pines.” Complete a story map to describe the story’s main characters and setting, and summarize the problem, attempts to solve the problem, and resolution. Then, respond to multiple choice questions about characters, key events, and the story’s purpose

- Speak collaboratively in large and small groups by listening to, sharing, and responding to ideas, in order to achieve greater understanding of a text or question.
- Listen attentively to notice a speaker’s word choice in order to support focus and understanding of what the speaker is saying
- Determine or clarify the meaning of unknown words and phrases in texts using a variety of strategies, including interpreting figurative language in context.
- Expand and combine sentences using prepositional phrases, subordinating conjunctions, and coordinating conjunctions to enhance meaning, interest, and style.
- Connect ideas within sentences and paragraphs and between paragraphs.
- Communicate clearly by punctuating and capitalizing titles correctly in sentences.

2. Read a passage from chapter 9 of *Thunder Rolling in the Mountains*, annotating observations and questions. Then, respond to multiple choice questions to summarize the passage, interpret figurative language, and contrast main characters. Finally, using an Evidence Organizer, explain how key evidence reveals Chief Joseph’s most important beliefs and values, and how these values guide his actions in the novel.

Socratic Seminars:

1. Analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses.

2. Synthesize understanding of how Chief Joseph conveys important Nez Perce beliefs and values in his “Lincoln Hall Speech,” supporting ideas with specific evidence from the text.

End-of-Module Task

Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech.

Word Play

November 8, 2021- February 18, 2022

Essential Question:

How and why do writers play with words?

Core Texts:

CORE TEXTS

Novel (Literary)

- *The Phantom Tollbooth*, Norton Juster

SUPPLEMENTARY TEXTS

Comedy Routine

- “Who’s on First?” Bud Abbott and Lou Costello

Video

- “Who’s on First?”

Paintings

- *The Persistence of Memory*, Salvador Dalí

Learning Goals:

- Distinguish between the literal and figurative meanings of words and phrases, and determine their meanings in a text.
- Trace and describe the narrative structure of individual episodes in *The Phantom Tollbooth* and explain how they function in developing the story’s overall plot structure.
- Analyze how illustrations enrich readers’ experiences of character, settings, and wordplay in *The Phantom Tollbooth*.
- Explain how Norton Juster uses wordplay to develop characters, settings, and plot in *The Phantom Tollbooth*, and infer literal meanings of words through close analysis of Juster’s descriptions of settings and characters.
- Determine themes in *The Phantom Tollbooth* based on how the main character responds to challenges and changes as a result of his journey and experiences, supporting ideas with specific quotations from the text.
- Purposefully structure events in an imagined narrative to create exposition and develop characters, conflict, resolution, and meaning.

- *Time Transfixed*, René Magritte
- *Reading at a Table*, Pablo Picasso

Focusing Question Tasks:

1. Write an explanatory paragraph to explain how words create both confusion and humor in Bud Abbott and Lou Costello’s comedy routine “Who’s on First?”
2. Write a “character snapshot” scene featuring Milo and an invented character from Abandon Elementary School, including wordplay to describe both the setting and the character.
3. Write an “exploded moment” scene featuring Milo and an invented character from Abandon Elementary School, including dialogue sequences to show conflicting ideas between characters.
4. Write an explanatory paragraph to identify one overarching theme in Norton Juster’s *The Phantom Tollbooth*, and explain how Juster reveals this theme by revealing how the main character, Milo, changes from the beginning to end of the story.

New-Read Assessments:

1. Read an excerpt from *The Phantom Tollbooth*. Complete a character analysis chart for a new character, then answer multiple-choice questions about the literal and figurative meaning of words.
2. Read an excerpt from *The Phantom Tollbooth*. Complete a story map (optional) to organize events in a story; analyze how an illustration supports the text; and answer multiple-choice questions about plot structure.

Socratic Seminars:

1. Explain how wordplay can create both confusion and humor, drawing on examples from the collection of jokes and riddles students shared and Abbott and Costello’s famous comedy routine, “Who’s on First?”
2. Synthesize understanding of overarching themes in Norton Juster’s novel, *The Phantom Tollbooth*, drawing on evidence of how Milo has changed since the beginning of the book, what he has learned throughout his journey to the Lands Beyond, and how he has confronted and overcome challenges along the way.

End-of-Module Task

Write an “exploded moment” scene in which Milo encounters one of the demons from the Mountains of Ignorance on his

- Convey character personality, traits, and conflict using dialogue.
- Use descriptive and sensory language to convey setting and characters and illuminate wordplay.
- Strengthen narrative writing by planning and revising dialogue sequences to develop character and conflict and illuminate themes.
- Articulate and elaborate on a central theme of a literary text by writing an explanatory paragraph.
- Speak clearly at an understandable pace, adapting speech to audience and purpose and varying formality as appropriate.
- Listen attentively to a speaker, paying attention to description and details in order to visualize what he or she is saying.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in stories using context clues and by consulting reference materials.
- Identify and explain or interpret examples of figurative language, including idiomatic expressions, puns, and adages.
- Apply rules for comma use to set off the words *yes* and *no*, to set off tag questions and interjections, to indicate direct address in dialogue, and to separate introductory elements from the rest of the sentence.
- Use specific, concrete, and sensory words and phrases, including prepositional phrases, to convey ideas and events precisely and add detail to writing
- Expand and rearrange sentences to include introductory elements.

return journey and helps him resolve a conflict related to the wordplay of his name and his experiences in *The Phantom Tollbooth*, by conveying wisdom related to the story's central themes.

Breaking Barriers

February 21- May 13, 2022

Essential Question:

How can sports influence individuals and societies?

Core Texts:

Cutout

- [The Fall of Icarus](#) (1943), Henri Matisse
- Literary Nonfiction (Informational)
- *We Are the Ship: The Story of Negro League Baseball*, Kadir Nelson

Sculpture

- Image 1: [Joie de Vivre](#), Mark di Suvero (Getty Images)
- Image 2: [Joie de Vivre](#), Mark di Suvero (Wikimedia)
- Image 3: [Joie de Vivre](#), Mark di Suvero (Getty Images)
- Image 4: [Joie de Vivre](#), Mark di Suvero

- [SUPPLEMENTARY TEXTS](#)

Articles

- "About the Paralympics: Paralympic History," PBS Medal Quest (Handouts 23B and 24B)
- ["Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women,"](#) Mike Wise
- ["Cool Papa Bell,"](#) National Baseball Hall of Fame

Learning Goals:

- Quote accurately from the text to support one's ideas or opinions on a research topic, as well as when explaining what a text says or drawing inferences from the text.
- Compare and contrast text structures of events, ideas, concepts, or information in two or more informational texts to support understanding of the texts' main ideas or points.
- Draw on information from multiple sources to answer research questions about influential athletes, teams, and sports-focused organizations.
- Synthesize information from multiple sources on the same topic to inform and support one's ideas, in both speaking and writing.
- Clearly organize and develop ideas in writing as appropriate for the task, audience, and purpose.
- With some guidance and support from adults, individually and collaboratively produce and publish writing using technology.
- Conduct research to build knowledge about a topic by gathering and synthesizing relevant information from several sources; paraphrasing and summarizing relevant information in notes and finished work; and providing a list of sources.
- Report on a topic, sequencing ideas logically and using relevant facts and details to support main ideas.

- "History in Detail: Dr. Ludwig Guttmann," British Paralympic Association (Handout 23B)
- "Finding Common Ground on the Soccer Field," Todd Tuell (Handout 32D)
- "Guardians of the Game," Todd Tuell (Handout 32E)
- "Helping Refugee Kids Find Their Footing in the U.S.," Laura Klairmont
- "Henri Matisse: The Cut-Outs," Museum of Modern Art
- "Jackie Robinson," National Baseball Hall of Fame
- "Josh Gibson," National Baseball Hall of Fame
- "Refugees Find Hope, Film Deal on Soccer Field," Kathy Lohr
- "Street Soccer," Connie Colón (Handout 32C)

Maps

- [Afghanistan](#), Scholastic, Inc.
- [Latin America](#), University of Texas
- [Zuccotti Park](#), Google Maps

Short Story

- "Raymond's Run," Toni Cade Bambara (Handout 2B)

Photograph

- [Photograph of Broadway Mall](#), HarlemGal

Videos

- "A Boston Marathon First: Bobby Gibb on Her History-Making Run," CBS Boston

- Develop and enhance main ideas in a presentation with multimedia components and visual displays.
- Report on a topic, sequencing ideas logically and using relevant facts and details to support main ideas.
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- [“Always #LikeAGirl,”](#) Always
- [“Annual ARETE Honors for Courage in Sports: Fugees, 2008,”](#) *Fugees Family*
- [“Meet CNN Hero Luma Mufleh,”](#) CNN.com
- [“CNN Hero Luma Mufleh: From Refugee to Fugees,”](#) CNN.com
- [“ESPY Awards–Nelson Mandela”](#) documentary, Scott Duncan
- [“Jackie Robinson Breaks Barriers,”](#) History.com
- [“Nelson Mandela Speech that changed the world”](#)
- [“The Mandeville Legacy–Paralympics Documentary,”](#) Cliff Productions
- [The Rise and Fall of Jim Crow,](#) California Newsreel

Website

- [Fugees Family](#)
- [Negro Leagues Baseball Museum Historical Timeline](#)

Focusing Question Tasks:

1. Write an informative/explanatory paragraph that explains how a character’s perspective toward another character changes through an experience with sport, using evidence from *Raymond’s Run*.

2. Give a speech explaining why all Negro League players should be honored and remembered on April 15, Jackie Robinson Day, using paraphrased and directly quoted evidence from *We Are the Ship: The Story of Negro League Baseball*.

3. In small groups, research an athlete who challenged a barrier through sport, and create an exhibit for a “Hall of Fame for Barrier-Breakers in Sports” about the athlete and his/her accomplishments using text, visuals, and multimedia elements.

New-Read Assessments:

1. Read two articles about two Negro League baseball players, then respond to multiple-choice and short-answer questions comparing and contrasting text structures and explaining the function of a conjunction.

2. Read two articles about the Paralympics, then respond to multiple choice and short answer questions, demonstrating the ability to locate answers to specific questions.

Socratic Seminars:

Make connections between the barriers that artists challenge when creating their work and the barriers athletes confront through sports.

End-of-Module Task

Write an informative/explanatory research essay in which you explain how an organization is using the sport of soccer to influence individuals and societies. Create a thesis with two points and use evidence from three sources, two of which are researched on your own, to support your points.
