

**MS. PRATT'S CLASS – 5th GRADE LANGUAGE ARTS AND SOCIAL STUDIES
HUMANITIES BLOCKING**

Stage 1: Identify Desired Results

Established Goals – Students will be able to successfully write an opinion piece on topics or texts supporting a point of view with reasons and information. Students will also be able to identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.

IN Social Studies Standards: 5.1.11
W.5.1.D

Common Core Standard: W.5.1.A, W.5.1.B, W.5.1.C,

Enduring

Students will understand that...

- All opinions must be supported by textual and factual evidence.
- The topic must be introduced clearly followed by an organizational structure, which all ideas are logically grouped together to support their opinion.
- The difference between a fact and an opinion
- Opinion and reasoning words must be present through out the piece.
- It is necessary to stay consistent with the opinion throughout the piece.

Essential Questions

- Can you **identify (L1)** the topic and state an opinion clearly?
- Can you **categorize (L2)** the information from the text into organized groupings?
- Can you **apply (L2)** correct opinion and reasoning words throughout the written piece?
- How do you **support (L3)** your opinion with evidence supported by the text?
- Can you **connect (L4)** all ideas in a way that makes sequential sense?

Students will be able to...

- **Identify major British and American leaders from the American Revolutionary War and their significance.**
- **Form an opinion from the text that is supported by factual evidence.**
- **Identify a fact vs. opinion**
- **Have an understanding and correct usage of opinion related words, phrases and clauses.**
- **Students will be able to gather information from the text and organize the information into specific groupings.**
- **Students will be able to form an introduction statement in which their opinion is clearly stated.**
- **Students will be able to pull important and relevant information from the text and effectively convey that information.**

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- **Note-taking guide on the key players in the American Revolutionary War**
- **Fact vs. Opinion PPT with notes for students to fill out**
- **An Opinion Writing Student Checklist**
- **Common Persuasive Techniques PPT and notes**
- **Stating Your Position Activity.**
- **Picking out the parts of a persuasive piece worksheet**

Other Evidence:

- **In-Class exit ticket for students to write a paragraph defending a position and backing up their opinion with factual evidence.**
- **Written opinion piece defending a key players position on the American Revolutionary War.**

Stage 3: Build Learning Plan

Learning Activities:

Monday 4/20	Tuesday 4/21	Wednesday 4/22	Thursday 4/23	Friday 4/24
<p>1) Reading text about the American Revolutionary War. Students will take notes as they learn about the major leaders in the American Revolutionary War.</p>	<p>1) Reading opinion papers- students will be assigned to read various short opinion papers, after we will come together as a class and generate a list of commonalities that we found between the opinion papers.</p>	<p>1) Students will participate in the stating your position activity. I will first demonstrate an example of how to properly choose a side and defend that side with evidence from the text.</p>	<p>1) As a class we will examine a persuasive piece and pick out the parts. Together we will practice how to first chose a stance and how to back up their opinion with support from the text</p>	<p>1) Students will begin writing their opinion essays. Students will be required to complete their opening paragraph and thesis by the end of the rotation.</p>
<p>2) The class will make a list of the key events that occurred during the American Revolutionary War and their feelings about the key players involved.</p>	<p>2) As a class we will generate a list of what constitutes writing an effective opinion paper. Students will keep this list with them as a reference as they practice writing their own opinion pieces</p>	<p>2) As a class we will read a text and choose a position or side. Together we will come up with textual evidence that supports our opinion.</p>	<p>2) As a class we will examine the how the writer uses details and specific vocabulary to support their thesis. Students will use a worksheet to pick out the parts of a persuasive piece and examine the organizational skills of an opinion-based essay.</p>	<p>2) Students will continue to work on their persuasive pieces inside and outside of class for the next 4 days. Students will submit each paragraph at a time so it can be edited and revisited. They will use the classroom-generated checklist to ensure that they are using the proper methodology to write their essays.</p>

<p>3) “Fact vs. Opinion” PPT- As a class we will generate a list of the key differences between a fact and an opinion.</p>	<p>3) Students will use this list to score various opinion papers against the checklist created by the class.</p>	<p>3) Students will have the remainder of the class to read an article of their choosing and pick a side by defending their stance with textual evidence and logical reasoning. Students will need to turn in their paragraph at the end of the rotation as an exit ticket.</p>	<p>3) Students will learn that they are going to be creating their own opinion essays by choosing who they believe is the true hero of the American Revolutionary War. They will pick one leader from either the British or American sides.</p>	
<p>4) As a class we will go through the list of key events and key players involved in the American Revolutionary War and discuss what constitutes a fact vs. an opinion.</p>			<p>4) Students will be required to spend time generating a list of reasons as to why they chose their character from the American Revolutionary War and why. They will be expected to complete this for homework and do research at home if not completed in class.</p>	

<p>Gifted & Talented Students</p>	<p>Learning Accommodations</p>
<p>If students in the class finish their opinion writing paper early, they will have the option to add on to their story from another key players perspective in the American Revolutionary Wars. They can use this character to either challenge or validate their opinion.</p>	<p>For learners in the classroom that struggle to write an entire essay they will have the option of expressing their opinion first through video recording. We can then use that video to help formulate their thoughts and a plan. During independent work time these students will take a step-by-step process to outline the point that they want to get across.</p>