# **Grade** **Level**: 5th **Dates**: November 18-December 18

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Hall, Jackson, Yeldell, Rivera  **Buffer**: | **Transdisciplinary Theme**: How we express ourselves  **Segment of Theme**: Culture, Beliefs and values  **Over Arching Concept**: culture, beliefs and values | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: The belief and ideals of a society influence the social, political, and economic decisions of that society. | | |
| 1. **Key Concepts**: Causation, change, responsibility | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Culture  Beliefs  Values  Timeline  Social Conflict | -The impact a person has on society  -The consequences of a person's actions.  -Various conflicts can lead to war. | **DOK Level 3 & 4**   * Was it necessary for the US to enter WW1? * Why did America choose to remain neutral for so long? * How did German attacks on US shipping change America’s policy of neutrality? * What were the U.S. contributions to WWI? * What was the impact of the Treaty of Versailles (1919)? * Why is the period from 1918 to 1929 often called the “Roaring 20s”? * How did the Jazz Age change America? * How did individuals such as Louis Armstrong, Langston Hughes, Babe Ruth, Duke Ellington, Margaret Mitchell, and Jesse Owens influence American culture? * How does war affect society? * What changes and remains the same after war? * How did life change for African-Americans or Black people in the 1920s? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students should have prior knowledge of The revolutionary and Civil wars from fourth grade. Students also previously learned about the rise in technological inventions- lightbulb, telephone, Panama Canal, etc. which would lead to the world being more interconnected. The concept of science and technology affecting individuals and connecting individuals was taught in the previous unit. | How will you assess student’s understanding of the lines of inquiry?  Students will write an opinion paper explaining the difference between a war of words and a World War.  . |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| * **Choice Board Project: Students will utilize a choice board to create a project that shows what they have learned about the 1920’s and the first world war. Choice board will include coding a scenario, creating a pamphlet, writing a poem/song/rap, and more. It will be graded on a checklist.** * **Culminating Task:** Students will write an opinion paper explaining the difference between a war of words and a World War. * **Taking Informed Action:** Have students decide on an issue that is important to them and the school. This may include a change in cafeteria rules, a change in which rotation they choose to attend, etc. * **Taking Informed Action:** Students will write a speech outlining what the change should be and the consequences (positive and negative) of that change   + Sequence of Events Timeline   + Engineering Design Challenge | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| Pre-Assessment for content (Canvas)  CMA’s (district)  Write what you know about wars the us has fought in (should bring in prior content knowledge) | Doodle it  3,2,1  Student Inquiry Notebook  Conferencing with teachers  Mini-content quiz  Class discussions  Teacher observations | Post Assessment for content (canvas) |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| <https://www.youtube.com/watch?v=DpuOa6u6HX0>  Alliances in the classroom activity: allow students to make “grade alliances” and see what happens when two people on opposing sides disagree  <https://www.youtube.com/watch?v=2cRaYYZzmVw> | WW1  -what is war?  -alliances and the domino effect (identify the countries fighting alongside each other)  <https://www.youtube.com/watch?v=qzzXPkAdQXQ>  -why wasn’t the us mentioned?  -discuss pros and cons of joining each side- record students responses  -Tell students that the U.S. stayed out of World War I at the beginning, but still sent supplies and let people travel in ships to Europe. However, show the following stat of U.S. exports in 1914: 1914 – $ 824.8 million to Allies/Triple Entente 1914 – $ 169.3 million to Central Powers/Triple Alliance, Then Ask students which side the U.S. might favor based upon the stat above and why.  -Lusitania sinking mystery activity, poem breakdown  -what is propaganda?  -treaty of Versailles, make a treaty in your classroom! How do you feel when you lose?  Great Depression/New Deal  - 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).  -play the stock market, market crash of 1929  -look at these images, great depression, write an article to go with them  -what could you do to help? Soup kitchens, dust bowl, relief packages (covid tie-in)  -New Deal- Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority  -1930’s- Duke Ellington, Margaret Mitchell, and Jesse Owens.  Students will also be finishing their research papers on their science fair topics | Myon differentiates reading level  Students can work with partners on activities at 5th grade reading level  Choice board will be provided for final summative activity- students can choose an activity that works best with their learning style. |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| |  | | --- | | Art  Students are continuing to complete their Claymation projects as they further explore the new unit and learn about consequences of actions. | | PE  5th grade’s unit 3 central idea is we use our understanding of natural laws to improve the human experience. In this unit, students will complete activities that demonstrate natural laws as they relate to physical education such as gravity and the body's natural movements. | | War is inherently a global issue, but we will work to look not only from the us perspective but the perspective of the axis and allies as well, and in discussion make connections to current alliances on the global scene. | Students may decide to research WW2 after learning that there was more than one WW. |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Sequence of Events Timeline  Engineering Design Challenge | | <https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-5th-Unit-4-Sample-Unit.pdf>  <https://www.youtube.com/watch?v=qzzXPkAdQXQ> |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Yeldell Fall 21-Students very much enjoyed solving the mystery of the Lusitania. We found some choose your own adventure books in the library for the Lusitania, ww1 battle, and the Harlem renaissance and those were an incredible opportunity for students to ‘experience’ the history we were talking about.  Hall 2021- Students had a great time using the choice board. They were able to choose what interested them the most and it made it a more meaningful learning experience for them. They really enjoyed seeing the differences between what is happening now and what happened in the 1920s.  Jackson 2021- The students were able to make connections to how beliefs and ideas of society can have influences on different aspects. It was interesting for them to be able to make the connections to what is occurring in today’s world. Students were able to make their own learning experiences when learning about the Lusitania, ww1 battle, and the Harlem renaissance . This unit sparked a lot of asked a lot of different questions that sparked tons of research. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| Yeldell Fall 21-Tasks were differentiated by addressing material in small groups, reading was levelled through Myon and Newsela, and in the poetry breakdown students worked with heterogeneous groups in order to assist one another. Students also had a choice in their final activity of how they wanted to create a visual or media accompaniment, and their ww1 quiz was a differentiated quiz: students could choose to write, draw/label, or orally display their knowledge.  Hall 2021- Different students have different needs so some students conducted research during small groups independently while others were able to work in groups to help them be more successful with completing the tasks in this unit.  Jackson 2021- Tasks were differentiated in many ways, such as a student choice board for learning about the WWI during independent research time. Students were able to pick at least task to learn more about the war and it various parts. Students also extended their task by completing one of the task on their extension menus. | | Hall 2021- The learning experiences and strategies used helped show students understanding of the central idea in different ways. They were able to see how the war influenced society as a whole. They were also able to show what they took away from the experiences by sharing their opinion in their writing.  Jackson 2021- The learning experiences and strategies used allowed students to connect the central idea to the different topics discussed. The students used scenarios and foreshadowed upcoming events. Students used this information to complete their opinion writings. |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| Hall 2021- The learning experience that best supported students development was the alliances activity. Students were able to clearly see what it is like to make an alliance and also make the connection between how it worked during the war. They discovered that sometimes they have had alliances in our own classroom and didn’t even know it.  Jackson 2021- In agreeance, with Hall, the alliances activity best supported students development as they noticed the United States part within the war. Using their own scenarios made them look at how small things like friendship and conflict can influence multiple people. | | Yeldell Fall 21-The summative assessments were effective- there were just too many of them with district, building, and unit planner assessments. Next year I would recommend spacing out this unit as the district requirements became heavier in December.  Hall 2021-The summative assessments were effective in measuring student learning. I don’t think any changes need to be made.  Jackson 2021- The summative assessment were effective for students learning. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Yeldell Fall 21- What weapons were used in ww1? Why did America join ww1 over just 128 people dying on the ship? What happened if a German found themselves in allied trenches? How many people died? What did they do with the bodies? Did they sleep in the trenches? How did the war end? Why were the allies hardest to Germany in the Treaty of Versailles? Did women fight in the war?  Hall 2021- Students wanted to know, “Why did we join the war? Why did people have to die because of the war? Could there be another Great Depression? What was it like to be black in the 20s?  Jackson 2021- How does war affect society? What changes and remains the same after war? How did life change for African-Americans or Blacks in the 1920s? What is propaganda? | | Yeldell Fall 21-Students were very interested in the role of women during ww1 as it wasn’t mentioned in most of our texts, so many students found books on Myon on women during ww1!  Hall 2021- Students wanted to start a challenge to show the importance of peace and showing empathy to others.  Jackson 2021-Students wanted to know more about the Harlem renaissance and if Harlem. New York still known for the arts. |
| 1. Any additional notes or changes that need to be considered next year? | | |
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| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Math**:

**Science**:

**Social Studies**:

SS5H2