

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Civil Rights Movement
Grade/Subject	Fifth Grade
Length of Unit/Timeframe	Six Weeks
Description	This six-week unit encourages students to dig deep for understanding of what it meant to be African-American in the South before and during the Civil Rights Movement. Students will explore an anchor text, supplemented by multiple picture books, documentaries, website activities, and music to gain a clearer picture of the time. Students will be called to reflect upon their perspectives about prejudice and/or racism. Students will be called to compare historical prejudice and/or racism to prejudice and/or racism of modern times. Ideally, this unit will take place during January and February to best honor Black History Month.
Overview	This unit opens using the anchor text <i>The Watsons Go to Birmingham-1963</i> . Each week will explore a different aspect of the Civil Rights Movement (Martin Luther King, Jr., Rosa Parks, Ruby Bridges, segregation/integration of schools, parks, and libraries, segregation/integration of professional sports, etc.). Students will engage in independent reflection and participate in class discussions.
THE BIG PICTURE	
<p>Standards-Based Essential Question: How does the narrator’s point of view determine the arc of the novel? How would the arc of the novel differ if told from the point of view of any supporting character?</p> <p>Life-Based Essential Question: How and why does society continue to repeat patterns of prejudice and/or racism throughout history?</p> <p>Catholic Identity Elements: How do the patterns of prejudice and/or racism during the Civil Rights Movement mirror prejudice that Jesus and others faced in the Bible?</p> <ul style="list-style-type: none"> • “The Church and Racism: Toward a More Fraternal Society” – EWTN.com (Papal and Vatican Document) • <i>Moses: When Harriet Tubman Led Her People to Freedom</i> – C.B. Weatherford (Picture Book) • <i>The Pharisee and the Publican</i> – Luke 18:9-14 (Scripture) 	
<p>Common Core Standards:</p> <p>RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics</p>	<p>Key Objectives Linked to the Standards:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Directly apply quotes from the text during discussions regarding prejudice and/or racism. (RL.1, RI.1)) 2. Determine how the theme in the anchor text directly reflects or is contrary to the theme of text set. (RL.2) 3. Compare and contrast the narratives of multiple characters in the anchor text and apply that knowledge to compare and contrast the narratives of alternate books in the text set.

Common Core Catholic Identity Initiative ELA Unit Plan Template

<p>RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.2. Summarize a written text read aloud or information presented in diverse</p>	<p>(RL.3)</p> <p>4. Immerse themselves in language from a different time in history and a different culture group. Learn new vocabulary and use correctly in discussions and writing. (RL.4, L.4)</p> <p>5. Determine why the author presented the anchor text in this preferred style. Discuss why humorous chapters were alternately balanced with serious chapters. (RL.5)</p> <p>6. Reflect on how the anchor text would have read differently if narrated by Byron, Momma, Dad, or Joey. (RL.6)</p> <p>7. Reflect on how supplemental picture books chronicling the stories of the Civil Rights Movement present the information in a similar/different approach to the anchor text. Write clear pieces with this information. (RL.9, W.9)</p> <p>8. Determine the main ideas in the anchor text and supplement them with details from supplemental picture books. (RI.2)</p> <p>9. Examine the plot perspectives from a variety of character viewpoints. Examine the relationships between multiple characters. (RI.3)</p> <p>10. Utilize the supplemental picture books, documentaries, and website activities to compare and contrast the history of the Civil Rights Movements to the perspective in the anchor text. (RI.5, RI.6, RI.7, RI.9)</p> <p>11. Write a clear and concise opinion piece on prejudice and/or racism during the Civil Rights Movement and modern times. (W.1)</p> <p>12. Write informative and explanatory pieces on prejudice and/or racism during the Civil</p>
---	--

Common Core Catholic Identity Initiative ELA Unit Plan Template

<p>media and formats, including visually, quantitatively, and orally.</p> <p>SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Rights Movement and modern times. (W.2)</p> <p>13. Write a variety of pieces from the perspectives of multiple characters in the anchor text. (W.3)</p> <p>14. Utilize peer and teacher editing to produce clear and logical writing. Utilize multiple sources and perspectives to produce this writing. (W.4, W.5, W.6, W.8).</p> <p>15. Participate appropriately and fluently during class discussions and when presenting information orally. Employ the addition of multimedia elements when making presentations. (SL.1, SL.2, SL.4, SL.5, SL.6)</p> <p>16. Write and speak appropriately and fluently using grade level expectations of language. (L.1, L.2, L.3, L.4, L.6)</p>
<p>Summative Assessment(s): Reading Assessment: After reading <i>Watsons Go to Birmingham-1963</i>, successfully complete a comprehensive assessment of the anchor text. Writing Assessment (based on EQ): After reading <i>Watsons Go to Birmingham-1963</i>, write a 2-3 page paper retelling the story from the perspective of a supporting character (Byron, Momma, Dad, or Joey). Use evidence and character style (language, emotion, etc.) from the anchor text to support your retelling.</p>	
<p>UNIT READINGS AND VOCABULARY</p>	
Anchor Text and Author	<p><i>The Watsons Go to Birmingham – 1963</i> Christopher Paul Curtis</p>
Fiction Text (s)	<ul style="list-style-type: none"> • <i>A Sweet Smell of Roses</i>- Angela Johnson (Picture Book) • <i>A Taste of Colored Water</i> – Matt Faulkner (Picture Book) • <i>Boycott Blues</i> – Andrea Davis Pinkney (Picture Book) • <i>Dad, Jackie, and Me</i> – Myron Uhlberg (Picture Book) • <i>Freedom on the Menu: The Greensboro Sit-Ins</i> – C.B. Weatherford (Picture Book) • <i>Freedom Summer</i>- Deborah Wiles (Picture Book) • <i>Goin’ Someplace Special</i> – Fred McKissack (Picture Book) • <i>Henry Aaron’s Dream</i> – Matt Tavares (Picture Book) • <i>Martin’s Big Words</i>- Doreen Rappaport (Picture Book)

Common Core Catholic Identity Initiative ELA Unit Plan Template

	<ul style="list-style-type: none"> • <i>My Brother Martin: A Sister Remembers</i> – Christine King Farris (Picture Book) • <i>Rosa-</i> Nikki Giovanni (Picture Book) • <i>Sit-In: How Four Friends Stood Up by Sitting Down</i> – Andrea Davis Pinkney (Picture Book) • <i>The Story of Ruby Bridges</i> – Robert Coles (Picture Book) • <i>White Socks Only</i> – Evelyn Coleman (Picture Book)
<p>Non-Fiction Text (s)</p>	<ul style="list-style-type: none"> • <i>A Time for Justice: America’s Civil Rights Movement</i> – Southern Poverty Law Center (Documentary) • “Birmingham Church Bombing” – History.com (Internet Article and Photos) • <i>Mighty Times: The Children’s March</i> –Southern Poverty Law Center (Documentary) • <i>Mighty Times: The Legacy of Rosa Parks</i> – Southern Poverty Law Center (Documentary) • <i>Ruby Bridges</i> – Disney (DVD) • “Teaching About 1963 in 2013” – Civil Rights Teaching.org (Internet Article and Photos) • “The Bombing of the Sixteenth Street Baptist Church” – TIME.com (Internet Article and Photos) • <i>Voices of the Civil Rights Movement: Black American Freedom Songs (1960-1966)</i>- Assorted Artists (CD)
<p>Essential Unit Vocabulary</p>	<p>Essential: boycott civil rights confrontation demonstration discrimination grenade integration interracial Jim Crow Laws march peaceful picketing prejudice racism rally segregation</p> <p>Literary: cause character effect narrative perspective plot reflect</p>

Common Core Catholic Identity Initiative ELA Unit Plan Template

	<p>setting style theme</p> <p>Catholic Identity: Social Justice</p> <p><i>Watsons Go to Birmingham-1963:</i> cockeye conscience eavesdrop egghead frostbite gnashing haphazard hillbilly jive juvenile delinquent linoleum peon pinnacle pomade quest redneck Siam snitch sonic boom thermostat traitor whirlpool</p>
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity 1,2,3,4,5,8 <input type="checkbox"/> Reading 1,2,3,4,5,6,7,8,9,10,11,12 <input type="checkbox"/> Writing 1,3,4,5,6,7,8,9,11,12 <input type="checkbox"/> Speaking/Listening 2,3,4,5,8,9,10,12	<input type="checkbox"/> Language 1,3,4,5,6,7,8,9,11,12 <input type="checkbox"/> Vocabulary 1,3,4,5,6,7,8,9,11,12 <input type="checkbox"/> Viewing 2,3,4,5,6,8,9,10,11,12 <input type="checkbox"/> Critical Thinking 1,2,3,4,5,6,7,8,9,10,11,12

Common Core Catholic Identity Initiative ELA Unit Plan Template

1. **Literary Terms:** Each student will make a word plaque (word, definition, sentence, image) for one word from the list of literary terms. The word plaques will be displayed in the wall throughout the unit.
2. **Read and Compare Biblical Moses to Harriet Tubman:** Have students read aloud the Biblical story of Moses. Read aloud *Moses: When Harriet Tubman Led Her People to Freedom*. Have students compare and contrast both stories, paying particular attention to the support of God throughout each story.
3. **Segregation/Integration:** Read aloud the supporting picture books regarding segregation/integration, *A Taste of Colored Water*, *Freedom Summer*, *Goin' Someplace Special*, and *White Socks Only*. Discuss and write reader responses regarding segregation/integration during the Civil Rights Movement and during modern times.
4. **Explore Ruby Bridges:** Read aloud *The Story of Ruby Bridges*. Watch segments of *Ruby Bridges*. Discuss and write a compare and contrast to student school experiences during modern times.
5. **Social Justice:** Watch and discuss segments from the three documentaries from Southern Poverty Law Center. Discuss the concepts of peaceful protests, marches, and boycotts. Read aloud the supporting picture books, *A Sweet Smell of Roses*, *Boycott Blues*, *Freedom on the Menu*, *Martin's Big Words*, *My Brother Martin*, *Rosa*, and *Sit-In*. Students will also listen to freedom songs recorded during the Civil Rights Movement. Discuss and write reader responses regarding social justice during the Civil Rights Movement and during modern times. Students will participate in a silent freedom march around campus.
6. **Open Mind Portraits:** Students will create open mind portraits throughout the novel of each main and supporting character (Kenny, Byron, Momma, Dad, and Joey) using words, emotion, and images.
7. **Letter Writing:** Students will write letters to other characters as a character. For example, Momma and Dad will write a letter to Byron detailing the reasons they are sending him to live with Grandmother Sands.
8. **Segregation/Integration:** Read aloud the supporting picture books regarding segregation/integration in professional baseball, *Dad, Jackie, and Me*, and *Henry Aaron's Dream*. Discuss and write reader responses regarding segregation/integration in professional baseball prior to the Civil Rights Movement. Have students discuss any discrimination in professional athletics during modern times.
9. **Novel Study:** Students will read, discuss, complete a variety of activities, and write reader responses regarding *The Watsons Go to Birmingham – 1963*.
10. **Plot Profile:** Students will choose what they believe to be the 10 most important events (plot points) in the anchor text. They will then scale each event from 1 (low) to 10 (high) on an intensity scale. Compare and contrast with other students in the class.
11. **Comic Strip:** Rufus and Cody are not treated kindly as new students at Kenny's school. Have the students draw and color a comic strip illustrating how Rufus and Cody would be treated if they started a Catholic school. Discuss Catholic values and behavior (WWJD).
12. **Character Keynote:** Students will create Keynote Presentations depicting a character of their choosing. They will use the dictionary and thesaurus to describe each character using four higher-level adjectives, provide examples to support the adjectives, and corresponding images.

Instructional Resources

- "Birmingham Church Bombing" – History.com (Internet Article and Photos)
- "Teaching About 1963 in 2013" – Civil Rights Teaching.org (Internet Article and Photos)
- "The Bombing of the Sixteenth Street Baptist Church" – TIME.com (Internet Article and Photos)
- The Church and Racism: Toward a More Fraternal Society" – EWTN.com (Papal and Vatican Document)

Cross Curricular Link(s)

Religion:

- "The Church and Racism: Toward a More Fraternal Society" – EWTN.com (Papal and Vatican Document)
- *Moses: When Harriet Tubman Led Her People to Freedom* – C.B. Weatherford (Picture Book)
- *The Pharisee and the Publican* – Luke 18:9-14 (Scripture)