
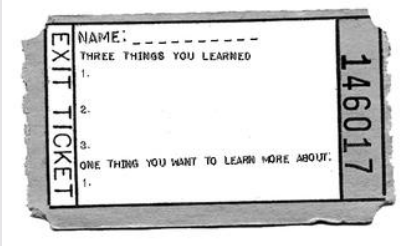


# Diocese of Wheeling-Charleston

## CASE Unit Planner


Name of Teacher: Erika Maynard	Grade Level: 5 <sup>th</sup> Grade
Subject Area: Reading/Language Arts	Cross Curricular Opportunities: Social Studies, Spelling
Unit Title: Learn from the past, to have the ability to take action in the future!	Estimated Duration of Unit (between 2-9 weeks): 5 weeks
<p>Overview of Unit: Students will read the novel Number the Stars by Lois Lowry within cooperative learning groups. As students read the book within their designated groups, students will complete the job description of their assigned role. Every four chapters, students will rotate their responsibility (Discussion director, Travel tracer, Content connector, Vocabulary enricher, etc.) so as to increase understanding. A portfolio of the work completed will be compiled to serve as a review for the students to refer back to. Students will apply critical thinking skills to connect the story with what occurred during World War II and how the time period and setting impacts the novel. Literary elements, such as figurative language, will be addressed within the text. Students will take a deeper look at the history of World War II, the causes, and those involved. Timelines and maps will also be utilized to allow students to comprehend the time period and the places that were affected during the events of World War II. Primary sources, such as FDR's address to congress and quotes of Anne Frank, and propaganda elements will be reviewed as well. The novel allows for students to see a small glimpse into unfortunate circumstances of the Jewish community in Europe.</p>	
Forms of Text (nonfiction/fiction): Number the Stars by Lois Lowry, The Diary of Anne Frank, Grandpa's Angel by Jutta Bauer, The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy, The Boy in the Striped Pajamas by John Boyne, War Boy: AWartime Childhood by Michael Foreman, The Churchill Factor: How One Man Made History by Boris Johnson, The Greatest Generation Speaks: Letters and Reflections by Tom Brokaw, World War II Eyewitness Books by Dorling Kindersley	Teaching Strategies: Literature Circles, Student-led activities, Project-based, Direct Instruction, Research-based, Cooperative groups, Technological skills, Hands-on activities, Critical thinking approach, Discussion, Read-alouds, and Vocabulary enrichment
<p>Catholic Identity Connections: The idea of equality is brought to life when discussing the topic of the Holocaust. Morals and the idea of treating others as one would want to be treated associated with Catholic Identity. The concept that we are all equal in God's eyes is another imperative element addressed throughout the duration of the unit. The idea of all people living together with one another in peace is an essential element. No one person is better than another. War is also another topic that enables students to show compassion for mankind. It allows the opportunity for students to discuss other alternatives, as opposed to instant violence.</p>	
<p>Assessment (authentic/published - summative/formative): Authentic, Summative, and Formative -- throughout the duration of the unit, comprehension activities are pulled from various resources: group work, discussion, PowerPoint presentations, and writing samples to name a few. These activities are generally completed in class, or for homework. Students are given a passage on a certain Lexile level and they are expected to be able to go within the text and find the correct answer. Students are then expected to write the correct answer in a complete sentence. Scholastic</p>	

Newspapers are utilized as well. Students will be able to constantly recall information as we work through the unit. Each class will start with reviewing information taught the previous day. Being repetitive with facts and encouraging students to repeat the information allows for them to remember crucial details. At the end of each week, students will also take a teacher created spelling tests generated from cross-curricular terms and words utilized in all subject areas. Students will not only be responsible for knowing the appropriate spelling of each word, but the definition of each term as well.

Standard Number	Standards	Description of Activity	Resources	Date of Completion
ELA.5.SL.C1 3.1	Engaged effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on other's ideas and expressing their own clearly. [Ongoing throughout the entire unit].	To engage student interest in the upcoming unit, allow students to utilize the mini iPads, computers, Encyclopedias, and their textbook to examine war memorials with a partner. Students are encouraged to look at various monuments from the various wars and discuss how these war memorials commemorate soldiers, our nation, and the community. Does this justify the sacrifices that were made? Once students have had a few minutes to browse the web on their own and partake in discussion, give each pair a specific monument to look at and research. Students will then take turns telling a different partner about their monument and sharing what they have learned (smaller version of the Jigsaw method).	<a href="#">US War Monuments</a> 	
ELA.5.R.C3. 3	Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [Ongoing throughout the unit] <b>(CCSS RI.5.7)</b>	<p>The class will then come together as a whole and share their information, while pictures of the various war memorials are displayed upon the Smart Board. As discussion ensues, have students compare memorials from different wars. What materials are the monuments made of? Size of the monument? Surroundings? Inscriptions? Why do you think some wars have been better remembered than others? Do all of the memorials seem to have fulfilled their purpose, are they appropriate?</p> <p>Students will complete an Exit slip to share three things they have learned and one thing they are still interested in learning.</p>		

<p>ELA.5.W.C9 .1</p>	<p>Write opinion pieces on topics or texts; supporting a point of view with reasons and information.</p>			
<p>SS.5.E.4</p>	<p>Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and</p>	<p>Before getting started, refer back to the previous day(s) discussion, specifically focusing on WWII. Talk about the significance of the monument.</p> <p>Within their cooperative learning groups, students will complete a KWL chart about WWII. Students will then watch a short video from the History Channel about the history of WWII and observe if any of their questions</p>	<p><a href="#">WWII History Channel Short</a></p> <p><a href="#">WWII Timeline</a></p>	


<p>SS.5.G.2</p>	<p>explain their impact on global economic activities.</p> <p>Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).</p>	<p>have been answered.</p> <p>Students will then review a timeline of events with WWII. The Britannica Kids site will provide a deeper insight to the chief occurrences during World War II. The related articles listed will be review as well. Students will be asked to pay attention to terms such as, Allies, Axis, surrender, invasion, evacuation, etc. (for spelling/vocabulary test purposes).</p>	<p style="text-align: center;">K-W-L Chart</p> <p>Topic: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What I Know</th> <th style="width: 33%;">What I Want to Know</th> <th style="width: 33%;">What I Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	What I Know	What I Want to Know	What I Learned													
What I Know	What I Want to Know	What I Learned																	
<p>ELA.5.R.C1.5</p> <p>ELA.5.W.C1.1.1</p>	<p>Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. <b>(CCSS RI.5.2)</b></p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of</p>	<p>Using the Smart Board, students will observe and take notes on WWII. Students will learn the causes of World War II through acronyms. Students will make specific note of terms such as appeasement, fascism, totalitarianism, and dictatorship. The Axis powers: Germany, Italy, and Japan along with their rulers will be addressed. Hitler's reign in Germany and his invasion of Poland was the lead cause of WWII. Hitler's tactics were overwhelming to the nations and the Allies declared war on Germany.</p> <p>With all of the new vocabulary terms, each student will complete a vocabulary booklet complete with a definition and example of how to use the term or a picture. Students will share their work with one another to help build understanding (continuous activity that will be done throughout the duration of the unit to keep adding new</p>	<p><a href="#">World War II PowerPoint</a></p> <p style="text-align: center;">Vocabulary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">New word</th> <th style="width: 33%;">Meaning</th> <th style="width: 33%;">Use it in a sentence or draw it</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p><a href="#">WWII Mapping Activity and</a></p>	New word	Meaning	Use it in a sentence or draw it													
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<p>SS.5.G.4</p>	<p>a topic. <b>(CCSS W.5.7)</b></p> <p>Measure distances in latitude and longitude using a scale on a variety of maps and globes, and transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.</p> <p>Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).</p>	<p>terms learned).</p> <p>Students will then complete the Map Activity assignment. Students will read the information at the top of the sheet independently, then with a partner, students will fill out the blank map to label the various countries involved in WWII and more specifically, the Axis and Allie members.</p> <p>Using the activity, discussion from the past few days, and any other resource students will complete the five questions with the mapping assignment on a separate sheet of paper.</p> <p>Displayed on the ELMO will be a map with the correct answers, students will check the work on their map to ensure they have completed it accurately. The questions completed will be done so in complete sentences, and students will share their answers with one another and later the whole class.</p>	<p><a href="#">Questions</a></p>  <p>The image is a map of Europe titled 'EUROPE AS OF 1 JUNE, 1944'. It shows the continent of Europe with various countries colored to represent different sides of World War II. A legend in the top left corner indicates: Blue for 'Allied Areas', Green for 'Neutral Countries', and Red for 'German Occupied Areas'. The map shows Germany, Italy, and parts of Eastern Europe in red. The United Kingdom, France, and parts of Western Europe are in blue. Scandinavia and parts of Eastern Europe are in green. Major cities like Berlin, London, and Moscow are labeled.</p>	
<p>ELA.5.R.C1.6</p>	<p>Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or</p>	<p>When discussing WWII and Hitler’s rise to power, the Holocaust is a solemn subject that must be addressed. Children recognize prejudices at an early age, but that can quickly turn into hate. Students will look up the term prejudice and explain what it means to them. Discussion should ensue. Why do certain prejudices exist? Can it lead to hate? Can this hate turn to violence? As Christians, how can we ensure this behavior doesn’t occur? We should share messages of love and acceptance. We are called to love one another as He loves us.</p>	<p><a href="#">Holocaust PowerPoint</a></p> <p><a href="#">Holocaust Survivor Stories</a></p> <p><a href="#">Holocaust Encyclopedia</a></p>	

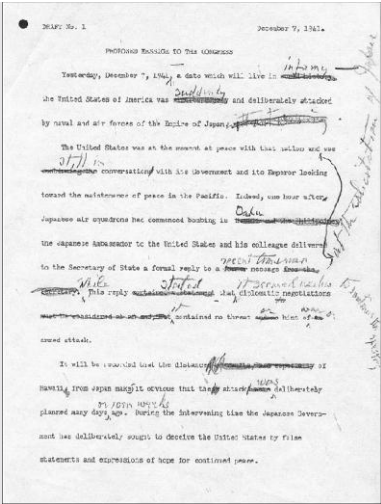

<p>ELA.5.W.C9 .2</p>	<p>technical text based on specific information in the text. <b>(CCSS RI.5.3)</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Copies of the story of the Holocaust (Holocaust Encyclopedia) will be read aloud in groups. Student-led discussion will occur, with higher-level thinking questions being presented. Examine how the Holocaust affected the world. Devise a plan to stop the atrocities. Explain how something like this could happen.</p> <p>With the Smart board, students will observe the Holocaust Power Point that gives a brief overview of the treatment of Jewish individuals in Europe during WWII. Because of intolerance for a specific religious group, terrible atrocities occurred during the duration of WWII. Students will answer the essay question at the end of the Power Point in paragraph form.</p>		
<p>ELA.5.R.C2. 6</p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text. <b>(CCSS RI.5.6)</b></p>	<p>Students will research the idea of victims, perpetrators, bystanders, and rescuers. What do these terms mean, and how do they apply to the Holocaust? In this instance, is being a bystander a bad thing? (Add these terms to the vocabulary booklet).</p> <p>Holocaust survivor stories will be read by students as well. Students will come together to share what they have read and create a whole class Venn Diagram. This will allow students to compare and contrast the stories that they have read.</p>		
<p>ELA.5.W.C1 0.1</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p>	<p>Anne Frank is a famous Holocaust survivor. Allow students to look up her quotes about happiness. Students will create a 3x5 essay explaining how one could have such a positive outlook on life with facing unbelievable adversity. Students will choose their own quote, explain what it means, and how they can apply it to their own life (this will be an ongoing assignment throughout the duration of the unit as well). The writing process will also be reviewed (with the document students will be given at the beginning of the year</p>	<p><a href="#">Writing Process Document</a></p>	

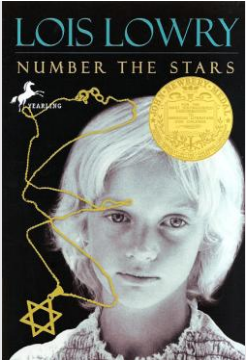
<p>ELA.5.W.C 10.2</p>	<p>defined in objectives 1–3 in Text Types and Purposes.) <b>(CCSS W.5.4)</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language objectives up to and including grade 5.) <b>(CCSS W.5.5)</b></p>	<p>to keep in their binders and continuously refer back to) to reiterate expectation and proper writing tools.</p>		
<p>ELA.5.R.C2. 4</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to</p>	<p>When explaining how something, such as the Holocaust, could occur the idea of propaganda should be addressed.</p> <p>Students will analyze WWII posters from a variety of online collections. These posters will help students to understand how persuasion and propaganda differ and relate. How do the ideas of propaganda relate to the Holocaust? Was this one of Hitler’s methods to become elected? Students will</p>	<p><a href="#">Nazi Propaganda</a></p> <p><a href="#">Children of Genocide Script</a></p> <p><a href="#">Children of Genocide Power Point</a></p>	



	<p>a grade 5 topic or subject area. (CCSS RI.5.4)</p>	<p>then read about Nazi propaganda from the Holocaust Encyclopedia.</p> <p>To ensure students fully understand the concept, students will create their own propaganda posters.</p> <p>Referring back to the terms of victims and bystanders, students will be assigned various parts to complete in Readers' Theater. The pieces are centered on children of genocide and their literal roles played. Before students carry out their parts, a Power Point will be reviewed to show students that the characters they are playing are actual individuals. It allows for the student to put a face with a name to make the experience more meaningful. The Power Point refers to the multiple instances of genocide that have occurred throughout the world, but the Holocaust will be specifically highlighted. Instances such as Rwanda and Darfur will be mentioned to stress the importance of learning from the past and being informed citizens.</p>		
<p>ELA.5.R.C2.5</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts. (CCSS RI.5.5)</p>	<p>Being that it was a World War, students will learn about America's involvement. Pearl Harbor will be the next topic of study.</p> <p>Students will take notes on the Power Point about Pearl Harbor, while questioning occurs. Students will refer to what they have learned in previous classes to help understand the reasoning behind this attack. Students will then pretend that they are a reporter and it is their job to describe the event to the American public. How will they be able to describe such an enormous loss? What information</p>	<p><a href="#">Pearl Harbor Power Point</a></p> <p><a href="#">Pearl Harbor Information</a></p> <p><a href="#">FDR's Message to Congress</a></p>	



<p>ELA.5.R.C1.4</p>	<p>Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS RI.5.1)</p>	<p>should they provide about the sinking of the USS Arizona? What about casualties? Students may work in pairs to come up with a couple paragraphs describing the occurrence.</p> <p>Students will also analyze FDR’s message to Congress (review process of declaring war: see Constitution unit). What does he mean by, “a day that will live in infamy?” Why is this primary source document? Should America have gone to war with Japan? How does this carry over into the war that had been going on?</p>	
<p>ELA.5.SL.C1.4.2</p>	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS SL.5.5)</p>	<p>To conclude the study on WWII, in pairs, students will read the closing information about the end of the war. Some of the information provided will be a review to reiterate several points made throughout the unit.</p> <p>Referring back to the World War II Power Point, students will discuss the cost of war (billions of dollars – discuss place value) and the number of casualties several countries faced. Why is this information important? What was the overall impact/affect of WWII on the United States, and the world? Students will also look at the pictures from these years of war and discuss what they mean. What are they portraying?</p>	<p><a href="#">World War II Information</a></p> 

<p>ELA.5.W.C1 1.3</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>To enable students to have a deeper insight into the occurrences of WWII and what was happening to the citizens of European countries, students will be placed into cooperative learning groups to read the novel Number the Stars. Students will meet with their literature groups every couple of days to discuss their readings and complete the various activities assigned. To keep conversation and discuss occurring throughout the novel, each student will be given a job to carry out when the group meets (Discussion director, Travel tracer). Each time the students meet, the job will change.</p>		
<p>ELA.5.R.C1. 2</p>	<p>Determine a theme of a story, drama or poem from details in a literary 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. <b>(CCSS RL.5.2)</b></p>		<p><a href="#">Literature Circle Roles Sheet</a></p>	
<p>ELA.5.L.C15 .1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [Ongoing throughout entire duration of the unit].</p>	<p>Spelling words will come from the vocabulary booklet created during the unit study and vocabulary terms learned from the novel. For example, sabotage, ration, and devastating are just a few words used for the twelve to fifteen word lists.</p> <p>Comprehension quizzes will be given after every few chapters are completed and discussed.</p> <p>Students will take into consideration the atmosphere, setting, and time. Why/How does this matter for the story?</p> <p>Character analysis will occur, as well as literary element</p>	<p><a href="#">Number the Stars Activities</a> (The above activities must be purchased before use.)</p>	
<p>ELA.5.R.C3 .4</p>	<p>Explain how an author uses reasons and</p>			

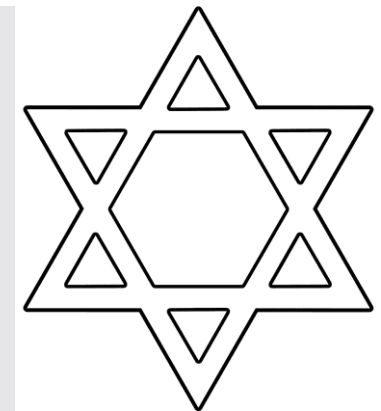
evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). **(CCSS RI.5.8)**

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact). **(CCSS RL.5.3)**

ELA.5.R.C1.  
3

review. The reasoning behind the title of the book will also be addressed. Predictions, tone, theme, conflict, climax, and mood are also parts that will be reviewed. Grammar will be brought into the lesson through DOL (Daily Oral Language (Color the Rainbow)/A teaching strategy that is carried out at the beginning of every class). Students will correct sentences that are generated from or about the book. Figurative language will be reviewed as well.

The various activities (besides the quizzes), will be compiled into a portfolio for students to refer back to while the unit study continues and further on.



Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. **(CCSS RI.5.9)**

ELA.5.R.C3.  
5

Upon completion of the novel/unit study, students will complete a project of their choice from the approved list to show their understanding of this time period in history. If a student would like to do a different project, it must first be cleared by the instructor.

Students will create a booklet with four pages. One page will be a facts and opinions page. The top half of the page will include five facts that the students have learned from the unit and the bottom half of the page will require five opinions that the student personally has about the

[WWII Unit Study Project](#)

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information is logical, interesting sequence which reader can follow.	/15
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	/50
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	/10
<b>Neatness</b>	Work is illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	/10
<b>References</b>	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	/15
				<b>Total--&gt;</b>	

SS.5.G.8	Read and interpret information from photographs, maps, globes, graphs, models and computer programs.	<p>Holocaust, Nazis, Hitler, and Europe during the time period, etc. The remaining pages of the book will be filled with a diary entry, novel review, comic strip, etc. The students may focus solely on Number the Stars or do a compilation of the unit. The goal is for students to depict their understanding and have the ability to share their finished product with their classmates.</p> <p>Work completed will be graded by a rubric.</p> <p>The final assessment will be a student created test. Every student must create a test based off of the information they have learned during the unit. The test must contain at least twenty questions (this will also be graded with a rubric). Students will then trade their test with a peer and once the test is returned back to them, they will grade it.</p>		
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Differentiated Instruction Opportunities/Overview: Placing students in ability groups will allow for extensions and revisions of what is to be expected. For example, an extension could be having students create a five paragraph essay; while other groups construct a three paragraph essay. The same expectations are present; the only element of change is the required length. Multiple choice questions could have fewer options for some students, also additional tools can be provided to aid the students in finding the correct answer. When given the study guide, an adjusted version can be provided, or a list of the answers and the students must decide where to place them on the study guide. Extra time may also be given to complete assignments. Allowing pacing for certain reading material also provides a great way to differentiate instruction. Accommodations do not equal lower expectations.

## Teaching Strategies Checklist

<b>Writing</b>	
X	Paragraph
X	Essay (narratives, fairy tales, realistic fiction)
X	Summary
X	Research
X	Detailed answers (text supported)
X	Notes (note taking skills, outlines)
X	Complete sentences
<b>Reading</b>	

X	Informational text
X	Lexile
X	Complex literature
X	Speaking
X	Listening
X	Varied strategies and instructional methods
X	Critical thinking in whole class discussion
X	Student led activities
X	common core standards (literature circles)
<b>Technology</b>	
X	Smart board
X	Computers
X	iPads
X	PowerPoint, Elmo etc.
<b>Differentiated Instruction</b>	
X	Used multiple resources
X	Domain Vocabulary
X	Cross-Curricular
X	Collaborative engagement (meaningful feedback)
X	Higher level learning and teaching
<b>Assessment</b>	
X	Project based
X	Writing prompt
X	Portfolio
X	Observation
X	Quiz
X	Technology based
X	Test
X	Student created test

X	Presentation
X	Journal
X	Think, pair, share
X	Summary
X	Oral questioning
	Analogy
	PowerPoint, or movie maker
Authenticity	
X	Various activities
X	Inquiry, research and evidence
X	Evidence of time management and planning
X	Problem solving strategies
Summary of unit upon completion:	