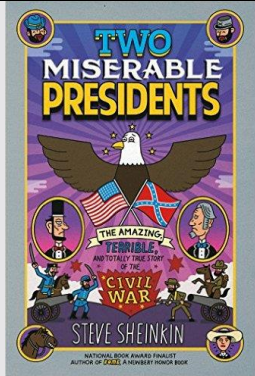



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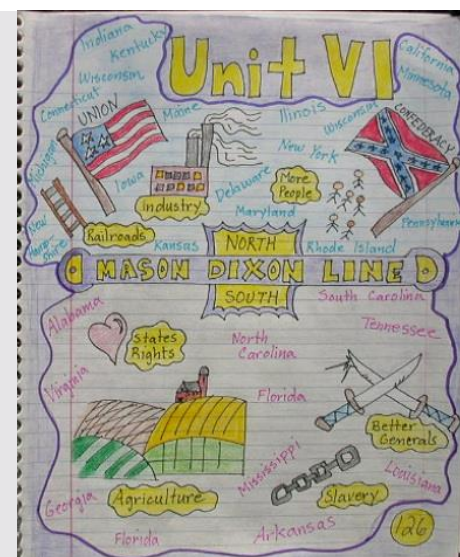
Unit Planner

Name of Teacher: Erika Maynard	Grade Level: 5th
Subject Area: Reading	Cross Curricular Opportunities: Social Studies, Language Arts, Spelling, Math
Unit Title: <u>Trouble Don't Last</u> , but Learning does!	Estimated Duration of Unit: 4 weeks
Overview of Unit: Students will read the novel "Trouble Don't Last" by Shelley Pearsall 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, etc.) so as to increase understanding. A portfolio of the work completed will be compiled as 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 the Civil War and how the time period and setting impacts the novel. The piece about the runaway slave will also aid students in their completion of their final project. Students will look at figurative language within the text, as well as examine primary resources (runaway slave posters). Once students have completed the novel, a continuation of the Civil War will begin.	
Forms of Text (nonfiction/fiction): <u>Trouble Don't Last</u> by: Shelley Pearsall, <u>Two Miserable Presidents</u> by Steve Sheinken, <u>The Slaves' War: The Civil War in the Word of Former Slaves</u> by: Andrew Ward, <u>Behind the Blue and Gray: The Soldier's Life in the Civil War</u> by: Delia Ray, <u>Civil War Leaders: Expanding and Preserving the Union</u> by: Wendy Conklin, <u>Little Women</u> by: Louisa May Alcott, <u>Turning Points in the Civil War</u> by: Linda R. Wade, <u>Causes and Effects of the American Civil War</u> by: G. O'Muhr	Teaching Strategies: Literature circles, Portfolio, Direct Instruction, Discussions, Projects, Read-aloud, PowerPoint, Research-based, Cooperative groups, Technological skills, Hands-on activities, Critical thinking approach, and Vocabulary enrichment
Catholic Identity Connections: The idea of equality is brought to life when discussing the topic of slavery. 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. Biblical passages are also brought to life during the reading of the novel because it discusses the idea of all people living together with one another in peace. No one person is better than another.	

Assessment (authentic/published – summative/formative): Authentic, Summative, and Formative. Throughout the duration of the unit, comprehension activities are pulled from various resources. Exit passes, morning work, chapter quizzes are all forms of assessment utilized to ensure learning. The literature circle portfolio, projects, and homework assignments are also methods of evaluation. The Literature circles themselves, as well as the station work are forms of assessment. Class participation is an evaluation tool. Bloom’s Taxonomy leveled questions, essays, paragraphs, and vocabulary enrichment all enables assessment.

Standard Number	Standards	Description of Activity	Resources	Date of Completion
SS.5.20	Demonstrate an understanding of the Industrial North and the Agricultural South before, during, and after the Civil War.	<p>Students will utilize <i>Two Miserable Presidents</i> as their text reference throughout the duration of the Civil War Unit. Throughout the duration of the book, students will create an interactive timeline of events leading up to the Civil War, events during the Civil War, the Reconstruction period. The timeline will be a class assignment that students will complete with their Chromebooks. When there is a significant event that occurs within the text, the assigned recorder for the day will write it on the board. Once class is completed, the assigned scribe will post it to our interactive timeline. Once completed, it will be printed out and displayed for students to use as a hard copy resource. Students will also have the benefit of visiting the timeline via website.</p> <p>Students will also keep a notebook for the notes that will be taken as the book is read aloud as a group, individually, or with their peers. It will consist of notes,</p>	 	

writing assignments, exit passes, discussions, poems, drawings, etc. that students find valuable to their study.



ELA.5.19

By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.

Students will take a midway comprehensive quiz and an end of the novel comprehensive test to ensure understanding.

[Book Test Two Miserable Presidents](#)

SS.5.H.CL1.2

Explain how specific events and issues led to the Civil War (e.g., [sectionalism](#) fueled by issues of slavery in the

Students will activate prior knowledge (Civil War Chapter taught within the text) by reviewing a PowerPoint with basic information pertaining to the Civil War time period. Using dry erase boards' students will answer questions independently for self-

[Civil War Review](#)

[Literature Circle Roles](#)

[Literature Circle Activities](#)

territories, states' rights, election of 1860 and [secession](#)).

assessment.

Next, students will review picture books and create a class-led discussion about slavery (How does it pertain to the Civil War? Equality? Freedom? Why did people agree with slavery? Why couldn't the North and South come to an agreement? How would you have solved the disagreement?)

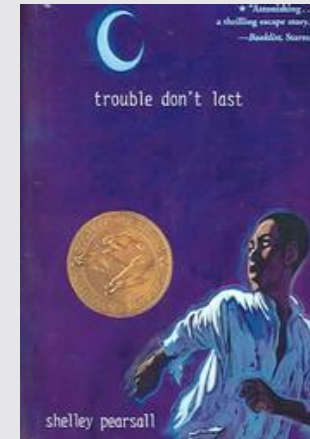
Teacher-led discussion: God calls us to love all.
1 John 4:20 – 21 (NKJV) "If someone says, 'I love God,' and hates his brother, he is a liar; for he who does not love his brother whom he has seen, how can he love God whom he has not seen? And this commandment we have from him: that he who loves God must love his brother also." Discuss the importance of empathy, acceptance, and compassion.

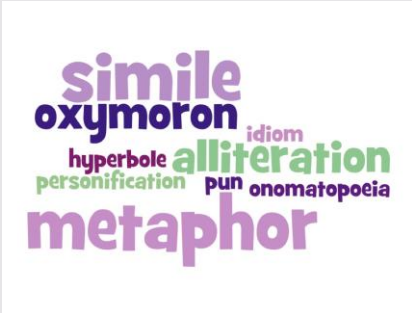
Disperse Trouble Don't Last novels and assign students to literature circle groups.



Spelling words (Teacher Made Lists) will be reviewed and their meanings will be discussed every Monday throughout the duration of the unit. A Teacher Made spelling test will be administered every Friday. Students will be expected to know the spelling of each word, as well as the meaning.

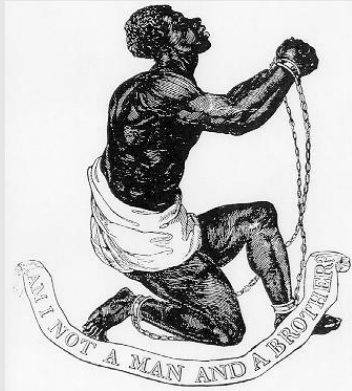
The Elmo and Smart Board are constantly used throughout the time of the unit. Displaying stations, spelling lists, maps, PowerPoint's, etc.

Homework assignments will vary according to what is



		accomplished in class. See MSP for updates.		
<p>ELA.K.R.C1.1</p> <p>ELA.K.R.C4.1</p> <p>ELA.K.W.C10.2</p>	<p>With prompting and support, ask and answer questions about key details in a literary text. (CCSS RL.K.1)</p> <p>Actively engage in group reading activities of literary texts with purpose and understanding. * (CCSS RL.K.10)</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS W.K.5)</p>	<p>Literature circle groups will meet for the first time after completing the introduction activities. Once students are within their groups, directions will be given as to how the portfolios are to be compiled. The book is broken down into four chapters at a time. For example, the first meeting will focus on chapters 1-4, the second meeting will focus on chapters 5-8, and so on). Each student will receive a job within their group (see Literature Circle roles), and be expected to complete their assignment, as well as help their group members when in need. After the allotted amount of time has passed to complete their task, students will share their information.</p> <p>For example, the job of “Travel Tracer” is to follow the movements of a specific character and to create a map of these movements. Once completed, the student will then share their findings and the group will discuss the significance, and how it applies, or affects the outcomes within the story.</p> <p>After roles are completed, there will be a teacher led discussion pertaining to figurative language. Students will take notes on the terms, along with examples to understand the importance of utilizing these techniques within their writing. Then, we will watch a video comparing similes and metaphors. Students’ will complete the activities within the video. Students will have three to five days to study their terms and then take a quiz over the information, as well as be expected to create a writing piece using several of the terms covered.</p>	<p>Spelling List</p> <p>Figurative Language Sheets</p> <p>Figurative Language PowerPoint</p> <p>Simile and Metaphor Video</p> <p>Figurative Language Quiz</p> 	

SS.5.H.CL1.5	<p>Explain the impact of the Civil War’s physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).</p>	<p>Continuing with the topic of the Civil War, students will complete the “Civil War Scavenger Hunt”. Students will be placed in pairs and rotate from station to station gathering the information required to complete the questions assigned. The purpose of the stations is for students to recall the destruction the war had on our country. Being that we have already completed the Civil War chapter within the text, students are familiar with the term “casualty” and devastation the Civil War imposed on our nation.</p>	<p>Civil War Scavenger Hunt</p>			
ELA.K.SL.C13.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS SL.K.2)</p>	<p>By now, students have read chapters 1-8 within the text, <i>Trouble Don’t Last</i>. Students will meet with their groups once more, to complete their new jobs within their Literature Circles. Students will also complete the quiz over chapters 5-8, as well as Bloom’s Taxonomy leveled questions for homework. All the while students are meeting and discussing, the teacher will be walking around monitoring progress. Each group will be provided with a group rubric daily, and each time the group is found off task, or not working accordingly, the instructor will merely walk over to the specific group and subtract points from their starting total.</p> <p>The group rubric promotes conflict resolution, as well as teamwork. Students learn best from their peers, so by encouraging constant engagements, students will better understand the task at hand. It will also enable students to do their best work.</p>	<p>Trouble Don’t Last Quizzes</p>	<p>Trouble Don’t Last Level Questions/Homework</p>	<p>Group Participation Rubric</p>	
SS.5.E.6	<p>Compare the industrial North and the agricultural South prior to the Civil War, the</p>	<p>As a continued review of the previous Civil War Unit, students will observe a PowerPoint pertaining to the strengths and weaknesses of the North and the South. We will observe each side’s plan of attack, and their</p>	<p>Strengths and Weaknesses PowerPoint</p>	<p>Why did the Fight? Activity</p>		

	<p>geographic characteristics and boundaries of each region and the basic way of life in each region.</p>	<p>mission to accomplish.</p> <p>Once completed, students will be placed into cooperative learning groups (Jigsaw method), to complete the “Why did the fight?” activity. Allowing each mixed-ability group of students to be assigned a specialty, and then report their findings to the rest of the class will hold all group members accountable and allow them to become experts of their topic.</p> <p>Students will read chapters 9-12 within the novel, and complete the quiz.</p>	<p>Trouble Don't Last Quiz</p> 	
<p>SS.5.G.8 SS.5.H.CL1.1 SS.5.H.CL1.3 ELA.K.W.C10.3 ELA.K.L.C15.2</p>	<p>Read and interpret information from photographs, maps, globes, graphs, models and computer programs.</p> <p>Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).</p> <p>Summarize key battles, strategies and turning</p>	<p>Literature Circles will meet to complete their jobs for chapters 9-12 pertaining to <u>Trouble Don't Last</u>. Again, students will continue to alternate roles and keep track of the tasks that they have already individually performed.</p> <p>When students have completed their group work and shared their assignments with the class, they will then begin the “Breaking Down the Civil War Battles” activity. Students will work in pairs to complete the outline and utilize: iPads, computers, textbooks, and notes to complete the chart. Once all of the necessary information has been gathered, students will then go through the “Five Stages of Writing” (Prewriting, Rough Draft, Revising, Editing, and Publishing) to create of summary of events pertaining to the Civil War Battles. Students will make sure to address the task in chronological order, and use figurative language within</p>	<p>Trouble Don't Last Study</p> <p>Civil War Battle Chart</p> <p>Civil War Battle Carousel</p>	

points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **(CCSS W.K.6)**

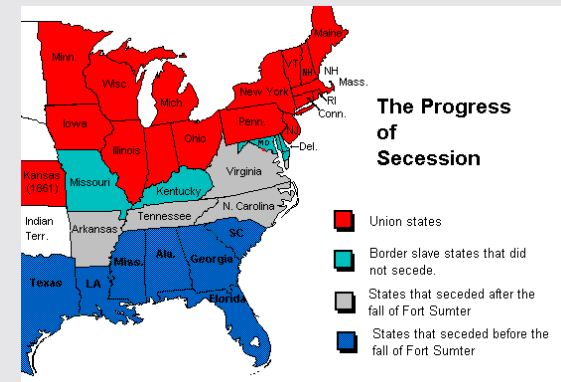
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

their piece. Students will be given a week or so to complete their essay.

Ensure that students are constantly referring to the North vs. South Civil War map. It is crucial for students to know what battles took place within the North and the South. This is also imperative to battle strategies.

After their charts have been finished, students will complete the “Civil War Battle Carousel”; in which students will read accounts specific to each battle and answer questions pertaining to each battle.

Begin reading chapters 13-16!



Recognize common types of texts (e.g., storybooks, poems). **(CCSS RL.K.5)**

Add drawings or other visual displays to descriptions as desired

Literature Circle groups will meet and complete their portfolio assessments for chapters 13-16. After students share their work, students will take a quiz over the chapters read.


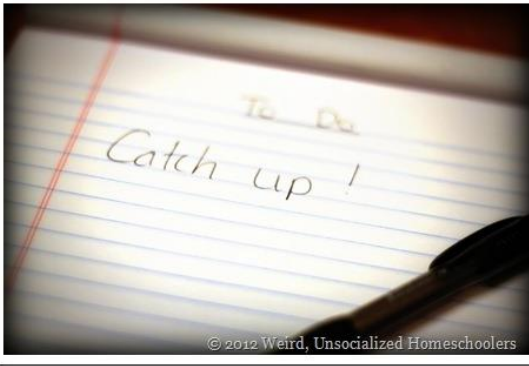
Seven stations will be created for students to travel to throughout the classroom. The stations will various primary and secondary sources that the students must

[Spelling List](#)

[Life During the Civil War](#)

ELA.K.R.C2.2

ELA.K.SL.C14.2

	<p>to provide additional detail. (CCSS SL.K.5)</p>	<p>analyze to depict a picture of life during the Civil War. Students will read letters, poems, paragraphs, and various accounts of life during the Civil War time period. The source guide will be used to take notes, and answer questions that will prepare students for a developing assignment. Using the finished product, students will create a picture book that focuses on the experience of people living during the Civil War. Each page should focus on a different source, and contain a picture that captures the facts given. A rubric will be provided for students to follow.</p> <p>Continue with the text, reading chapters 17-20.</p>		
<p>ELA.K.R.C2.1</p>	<p>Ask and answer questions about unknown words in a literary text. (CCSS RL.K.4)</p>	<p>Complete Literature Circle assignments for chapters 17-20. Students will complete the quiz as a small assessment.</p> <p>Students will be given a day or two of class time to complete on-going projects that have been assigned throughout the duration of the unit. (Battle essay, Picture book, Station activities, assigned quizzes, etc.).</p> <p>Read chapters 21-24 within the novel, <u>Trouble Don't Last</u>.</p>		
<p>SS.5.H.CL1.4</p>	<p>Compare the roles and accomplishments of historic figures of the Civil War. (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address,</p>	<p>Literature Circle assignments for chapters 21-24.</p> <p>Next, students will take a closer look at Lincoln's Emancipation Proclamation. What did it do for our country? What did it do for African-Americans? What was the purpose of this document? Students will brainstorm with ideas with a partner. Review the website provided, and compare life before the</p>	<p>Emancipation Proclamation Information</p> <p>Copy of Emancipation Proclamation</p>	

Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).

document with life after the document (Venn Diagram).

Read the document aloud as a class and discuss the meaning. Allow student to rewrite the piece in their own words.

Read chapters 25-28!



SS.5.E.2 Explain the concept of [supply and demand](#) to specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).

Literature Circle assignments for chapters 25-28!

Students will travel independently, finishing the work stations provided. Students will complete station work that discusses the economy at the time, the American Flag, music, and Thunder at Gettysburg).

Students will next begin to analyze Lincoln's Gettysburg Address. Working within groups of three, students will break down the document and its vocabulary. Rephrasing the document to make it more modern is the ultimate goal.


Students will share their new creations and discuss the significance of the Gettysburg Address.

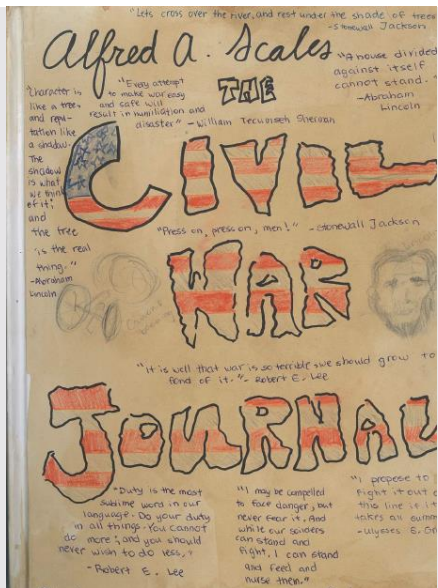
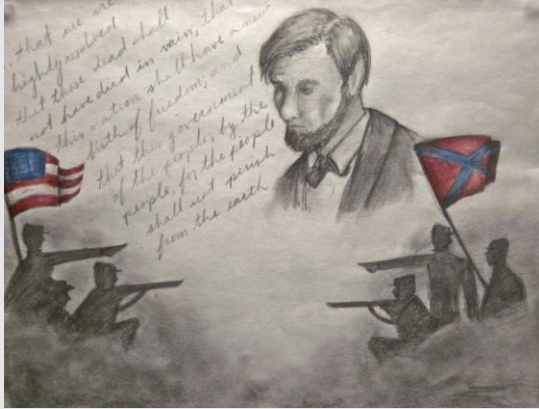
Upon completion of the Gettysburg activities, students will begin to create a Civil War timeline. Students will need to make sure to address each even discussed from the beginning of the war, up until the Gettysburg

[Gettysburg Stations](#)

[Gettysburg Address Analysis](#)



		<p>Address. Students may use outside resources to complete their research. Each event will be drawn, given a date, and a sentence or two of information. The events will be displayed on construction paper that can be connected from page to page for the students to refer to it as needed.</p> <p>Finish the book, chapters 29-32!</p>		
ELA.K.W.C9.1	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (CCSS W.K.1)</p>	<p>Students will meet with their Literature Circle groups form a final time. After completing the assignments, students will share their portfolios with the entire class. Students should decorate their portfolios and make sure that the folder is organized and presentable.</p> <p>Students will complete a <u>Trouble Don't Last</u> short answer test, to assess their knowledge and comprehension of the text read.</p> <p>For homework, students will create an opinion piece. This book was awarded the prestigious Scott O'Dell Award for Historical Fiction, do you think it was deserving of this award, why or why not? Students must support their answer with evidence from the text.</p> <p>A bibliography must be included, so the steps to cite a source should be reviewed.</p>	<p>Spelling List</p> <p>Trouble Don't Last Test</p> <p>Citing Sources PowerPoint</p>	
ELA.K.W.C11.1	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and</p>	<p>Upon completion of the book, students will have the option to show their understanding by choosing between multiple challenges provided. Students may</p>	<p>Runaway Slave Posters</p>	

	<p>express opinions about them). (CCSS W.K.7)</p>	<p>create a runaway slave survival guide, a 3D map of Samuel and Harrison's journey, a poster/PowerPoint summarizing the novel, a brochure, etc.). There are eleven options in all. If a student comes up with their own idea, they may approach the teacher for approval.</p> <p>Students will have a week to complete their challenge.</p> <p>Being that the main idea of the book was a runaway slave's journey; students will analyze runaway slave posters and answer questions pertaining to each primary source.</p>	
<p>ELA.K.R.C1.3 ELA.K.R.C2.5 ELA.K.SL.C14.3</p>	<p>With prompting and support, identify characters, settings, and major events in a story in literary text. (CCSS RL.K.3)</p> <p>Identify the front cover, back cover, and title page of a book. (CCSS RI.K.5)</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly. * (CCSS SL.K.6)</p>	<p>Students will complete a cover analysis to help them connect with the deeper meaning of the book. They will answer questions pertaining to the artwork of the cover, and how it set the tone for the story. Looking at literary terms such as: theme, antagonist, protagonist, climax, theme, etc., students will gain a comprehensive knowledge of the vocabulary and be able to apply the words to other works.</p> <p>Students will also present their challenge projects to the class for a presentation grade.</p>	<p style="text-align: center;"><u>Cover Analysis</u></p> 
<p>SS.5.E.7</p>	<p>Explain the economic problems that forced</p>	<p>Lastly, students will complete a RAFT assignment. Students may choose from the topics created, or they</p>	<p style="text-align: center;"><u>RAFT Assignment</u></p>

former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.

may create their own.

This will conclude the novel study, as well as the study on the Civil War. Next, we will move on to Reconstruction.

Role (of the writer)

What is the writer's role: reporter, critic, observer, eyewitness?

Audience

Who will be reading this writing: the teacher, other students, a parent, community members?

Format

What is the best way to present this writing: in a letter, an article, a report, a poem?

Topic

Who or what is the subject of this writing: a famous inventor, life in the future?

Differentiated Instruction Opportunities/Overview: When completing the Gettysburg stations, this is a cross-curricular math activity. Reading comprehension is pulled throughout the unit, and writing concepts are addressed daily. The spelling words are pulled directly from the unit to ensure understanding of the vocabulary, and their spelling tests are teacher made every week. Students are expected to know proper spelling of the word, as well as being able to apply the word in a sentence. Grammar is also used daily with the "Color the Rainbow" idea. During certain assignments, students are asked to identify the parts of speech by assigning the correct color to the words provided.

Common Core Checklist

Writing

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

Reading

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)

Technology

X	Smart board
X	Computers
X	iPads
X	PowerPoint, Elmo etc.

Differentiated Instruction

X	Used multiple resources
X	Domain Vocabulary
X	Cross-Curricular
X	Collaborative engagement (meaningful feedback)
X	Higher level learning and teaching

Assessment

X	Project based
X	Writing prompt
X	Portfolio
X	Observation
X	Quiz
X	Technology based
X	Test
	Student created test
X	Presentation
	Journal
X	Think, pair, share

X	Summary
X	Oral questioning
X	Analogy
	PowerPoint, or movie maker

Authenticity

X	Various activities
X	Inquiry, research and evidence
X	Evidence of time management and planning
	Problem solving strategies
X	

Summary of Unit:

