

A7 Signature Assignment: Interdisciplinary Unit & Presentation

Name(s):Christal L. Green and Tiauna Staples	Grade Level: 5th
Subject Areas: Social Studies, ELA, Artt, and Math	Duration: 5 weeks
<p>Student Readiness Levels</p> <p>Students know how to graph points on a coordinate plane. Additionally, students know how to write paragraphs supported by evidence from the text to argue their own or the author's point of view. Students know how to conduct research by searching the internet or by identifying information in a provided text to answer an essential question. Students have practice analyzing primary sources and are able to identify and explain the attributes of an image, poem, letter, or song.</p> <p>In ELA, students read four novels this year that focused on justice and bravery. Fifth graders have read <i>One Crazy Summer (OCS)</i> by Rita Williams Garcia, <i>Number the Stars (NTS)</i> by Lois Lowry, <i>Esperanza Rising (ER)</i> by Pam Muñoz Ryan, and <i>Yolanda's Genius (YG)</i> by Carol Fenner. Each of these stories involves adversity, acceptance, and inclusion. <i>OCS</i> is about three sisters visiting their estranged mother in 1968 Oakland when the Black Panther movement influenced this northern California city. The second novel, <i>NTS</i>, focuses on two close friends and their families during the Nazi German occupation in 1943 Copenhagen, Denmark. Annemarie Johansen is Danish, and Ellen Rosen is Jewish. Although young, Annemarie must take on the task of hiding Ellen from the Nazi Soldiers. The third novel, <i>ER</i>, takes place during the Great Depression, set on a ranch in Aquascalientes, Mexico, and a farm in Arvin, California. The narrative is about a girl named Esperanza who always thought she'd live a peaceful, carefree, and well-off life on her father's ranch until a significant loss relocates Esperanza and her mom to a camp for Mexican farmworkers. These historically fictional novels focus on social justice, civil rights, beating the odds, and overcoming adversity. Additionally, each novel unit equipped students with the skill of developing arguments that weave in contextual history. Thus, key words students have learned in these units are adversity, discrimination, tolerance, immigration, heroic, tension, claim, contrast, summarize, and evidence. These words will also be applicable when identifying what a cause is and why some in history have created propaganda to artistically persuade others to support their cause.</p>	
<p>Student Interests and Assets:</p> <p>Students are passionate about being fair and standing for justice. Students advocate for what they believe is right and honorable. Students honor our FIRST values as a school (Focus, Integrity, Respect, Self-Determination, and Trust). Students often share their opinions of current events. Students enjoy creating art and listening to music (i.e., rap, pop, anime, r&b, classic oldies, and alternative rock). Students are strong creative writers. The fifth grade class is primarily made up of Black and LatinX students who in their own homes, families, and communities have had to endure some of the injustices that they will be advocating to change.</p>	

STEP 1: Discipline and Content Standard Selection

Discipline In each box to the right, list the subjects (math, arts, ELA, etc.) in your unit.	Math	Social Studies	Arts (Media Arts)	ELA

Minimum of 3 subjects required.				
<p>Content Standard</p> <p>Below each subject, add the specific content standard you will be covering.</p>	<p>5.G.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>Research, Evidence, and Point of View</p> <p>5.2.2 Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>5.1.3 Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p>	<p>5.MA:Cn11a . Research and show how media artworks and ideas relate to personal, social, and community life, such as exploring commercial and information purposes, history, and ethics.</p> <p>Supporting Standards: 5.MA:Re8 Determine and compare personal and group interpretations of a variety of media artworks considering their intention and context.</p> <p>Supporting Standard: 5.VA:Cn11 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	<p>CCSS ELA RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> <p>Supporting Standards: CCSS ELA RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.5 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>

STEP 2: Backwards Planning Goal - Final Product/Summative Assessment

Students will write a persuasive argument advocating for a social justice cause they would like to raise money for and ask donors to support. Once the argument has been composed, students will utilize their understanding of propaganda throughout history to create a Flipgrid video that explains their social justice cause and argument to compel donor support. Each student video will be 2-3 minutes in length and draw on their understanding of social justice causes and propaganda through history as well as quantitative and evaluative data collected from prior lessons to strengthen their argument. Students will publish their video as an official fundraiser and all proceeds raised will go to the cause of their choice. The purpose of this activity is to provide a medium in which students can utilize their voice to advocate for what they believe in and make a change. This lesson also helps students gain an understanding of the past and use it as a vehicle to change the future. Students will utilize the knowledge gained through the exploration of each lesson to bring awareness of their cause to classmates and the community at large and make an impact to a social justice cause they believe in.

STEP 3: Developing the Interdisciplinary Unit Plan

Complete the table below to design your interdisciplinary unit.

Lessons Minimum of 4 lessons required.	Subjects List subjects taught in each lesson. Minimum of 2 subjects per lesson.	Lesson Objectives Write your lesson objectives to help you determine if the lessons are properly sequenced and scaffolded.	Learning Activities Describe the interdisciplinary learning activity for each lesson.	Assessments Describe the formative and summative assessments for each lesson.	Lesson Plans Add links to your lesson plans and materials.
Lesson #1				Formative: Summative: Link to Rubric:	Link to Lesson Plan Link to Materials
Lesson #2				Formative: Summative: Link to Rubric:	Link to Lesson Plan Link to Materials
Lesson #3				Formative: Summative: Link to Rubric:	Link to Lesson Plan Link to Materials
				Formative:	Link to Lesson Plan

Lesson #4				Summative: Link to Rubric:	Link to Materials
Lesson #5				Formative: Summative: Link to Rubric:	Link to Lesson Plan Link to Materials