Grade Level	Content Area	Course Title (for 9-12 Samples Only)	Unit Title
5th Grade	Research Text:		Revolution: When rebellion sparks a movement.

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1 Week	3rd Quarter	The students can construct a multi-paragraph essay that follows a singular thesis statement and closes with a concise conclusion. They know how to organize information into a logical sequence. They can locate reliable information using the internet and site the location of the information in a bibliography.

Unit Description

Summary: This unit is part of an interdisciplinary unit of study on Revolution and Rebellion, reaching Language Arts, Social Studies, and Technology standards. Rebellion and Revolution are engaging concepts for students to explore through text to self or text to world connections in explanatory writing. Through research, note taking, and strategic use of graphic organizers, students will learn to record relevant information about the topic.

Common Core Standard	**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Summative Assessment	Students will demonstrate synthesis of informative/explanatory text by writing a multi-paragraph essay on the impact of communication technology on current revolutions.
Scoring for Summative Assessment	Students will be assessed on the summative task using a 6-point/6-Trait scoring guide/rubric. A score of 80% will show mastery
Materials/ Resources Needed	Related readings (Revolutions in Social Studies Text), Various primary source documents and current events articles relating to rebellion and revolution around the world. Computers with access to word processing software. Internet access to various search engines and websites, blank paper, student assignment sheet (attached), rubric/scoring guide (attached)

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Instruction and Timeline	Students will be asked to read about Rebellion and revolution from their Social Studies textbooks and given a graphic organizer to help organize the information they have learned while reading. Students will be given two	The instructor will briefly model the use of several graphic organizers to assist students in choosing an appropriate organizer for their brainstorming. The class will then	The students will be asked to work independently to revise and edit their drafts paying close attention to sentence mechanics and paragraph formatting.	The students will create a final copy essay based on the editing work they did on their drafts. The teacher assigns them to a computer for typing their essay and printing a copy for themselves and the	The instructor will review the grading rubric with the students. The teacher will direct students to self-assess their essays and write a

	articles about current rebellions and revolutions happening around the world to help compare to the social studies text. The instructor will lead a Socratic discussion guiding through think-alouds to help students make text-to-self and text-to-world connections about the reading and how they relate to the importance of effective communication.	brainstorm ideas related to the importance of communication to organize rebellion and to succeed in revolution in a given country. Students will be asked to begin drafting their information into a multi-paragraph essay that has a thesis, organized body paragraphs that contain both factual details and personal conjecture/ commentary, and a conclusion.	The students will then be asked to write a final draft taking into account the revisions they made on their own papers.	teacher.	justification for the score they think they earned. The teacher will collect one typed copy of the essay along with the justification. The essays will be scored using the Scoring Guide Rubric.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students work together to read their text and related articles about rebellion and revolution. Students take notes on their observations and discuss them with the class. Students choose a graphic organizer and brainstorm information for their rough draft.	Students will draft their multi-paragraph essay.	Students will revise and edit their own paper and then begin their final drafts. .	Students will use presentation software to create a PowerPoint, word process, or any other digital presentation format of their choosing.	Students will self-assess their essays and write a justification for the score they think they earned. Students will submit one typed copy of their essay to the teacher for scoring, along with their justification statement.

Student Assignment Sheet

Summative Assessment: Write a multi-paragraph essay about the impact of communication technology on current revolutions.

After researching the American Revolution and other revolutions around the world (e.g. France, Haiti, Mexico, South America, Russia, Egypt, Libya) you will:

1. Take notes about important details you have learned about the impact of communication technology on current revolutions & observations you have made.
2. Create a topic sentence or thesis that makes a statement about the impact of communication technology on current revolutions.
3. Choose a graphic organizer to sort your notes and observations.
4. Discuss how the role of communication affected the outcome of the revolution you have selected (i.e. Because it took months for the English to communicate back and forth with England during the American Revolution, the colonists had a distinct advantage for x, y, and z reasons).
5. Discuss how communication has changed since the revolutions discussed in class (the internet, social media, cell phones etc.).
6. Generate a multi-paragraph essay on the topic: **the impact of communication on current organizations, rebellions, and revolutions that contrasts to revolutions of the past.**
7. Self-edit your draft.
8. Use word processing software type your final copy.

Scoring Guide/Rubric for 5th Grade Informative/Explanatory Writing

Outcome: (**Standard 5W.2)** Students will demonstrate synthesis of informative/explanatory text by writing a multi-paragraph essay about the impact of communication technology on current revolutions.

Writing Trait	Criteria	Score			
		F 1-2	**A 3**	**M 4**	**E 5-6**
Ideas & Content	1. The topic is clearly introduced.				
	2. The introduction provides a general observation and focus for the essay.				
	3. The topic is developed using relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
	4. Ideas and information are conveyed clearly.				
Organization	5. Related information is grouped logically, as in paragraphs.				
	6. Ideas are linked within and across categories of information using words and phrases and clauses.				
	7. Essay is formatted for easy reading and understanding by using a heading/title, graphics, and (optional) multi-media.				
	8. There is a recognizable concluding statement or paragraph that makes sense for the information provided about the topic.				
Voice	9. Establishes and maintains a formal style.				
Word Choice	10. Uses precise language and domain specific vocabulary to inform about or explain the topic.				
Sentence Fluency	11. Sentences convey ideas and information smoothly and clearly.				
Conventions	12. Uses punctuation and capitalization correctly.				

FINAL SCORE: _____/6_____

A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89% A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. A score of 80% is mastery)