Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 5	**<u>English Language Arts-Reading</u>**		Multiple Perspectives

Length of Unit	Time of Year Taught	Expected Prior Knowledge
3 days	2nd quarter	Students' prior knowledge will include understanding comparing and contrasting story elements and Venn Diagram use. Students will know how to write a letter in proper letter format. Historical knowledge of the American Revolution.

Unit Description: This unit will teach students to compare multiple accounts of the same event or topic. Students will compare similarities and differences.

Standards: Common Core **<u>Strand:</u>** Reading Standards for Informational Text **<u>Cluster</u>**: Craft and Structure **<u>Standard</u>**: #6	**<u>Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts:</u>** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. **<u>Standard</u>**: #6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The students will be required to create a Venn Diagram which profiles the differences and similarities of two of the main characters within the story Voices in the Park. The students will analyze their Venn Diagrams to compete a written explanation of the two characters' points of view.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The assessment will be scored on a 8 point scale with 6 out of 8 equaling mastery (80%) (Essay rubric attached). Additionally, the Venn Diagram will be assessed using a 4 point rubric with a score of 3 or higher considered mastery of the standard (80%) (Venn diagram rubric attached).
Materials/Resources Needed *Include all items for the entire unit.*	Houghton Mifflin Harcourt Journeys text (TE and student edition), Projector, Projectable 9.2, 9.4; Student Workbook; lined paper, pencils, erasers, Readers – *Voices in the Park, The Three Little Pigs, The True Story of the Three Little Pigs, and Can't You Make Them Behave, King George?*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	In a whole class setting, the teacher will display the books *The Three Little Pigs* and *The True Story of the Three Little Pigs*. The teacher will ensure that all of the students are familiar with the children's story The Three Little Pigs. The teacher will explain that the original story was written from the pigs' point of view. The teacher will ask the students to explain, "point of view." The teacher will clarify, if necessary, the "point of view," refers to the person or person's perspective, how the person or persons preserves the event, topic or situation and that there are often several points of view to events, topics, etc. The teacher will read, *The True Story of the*	In a whole class setting the teacher will review the definition of "point of view" as it relates to more than one persons' understanding of an event or topic. The teacher will remind the students of the two stories *The Three Little Pigs* and *The True Story of the Three Little Pigs*. The teacher will review Venn diagram that the class created after reading the two stories and remind the students that very often people view events or topics differently. The teacher will explain that this is true of current and historical events as well. The teacher will introduce *Cant' You Make Them Behave, King George?* which is a Narrative nonfiction story about the disagreement between the colonies	In a whole class setting the teacher review the definition of "point of view." The teacher will remind the students of the previous books read which show different points of view based on a person or character's perspective. The teacher will review the two class Venn Diagrams and point out that on each chart there are clear differences and similarities. Next the teacher will introduce the story *Voices in the Park*, which is a story about four people who visit the park one day and is told from all four characters' point of view. The teacher will read the story to the students. Next the teacher will lead a whole class discussion about the points of view of Charley's		

	Three Little Pigs to the class. The teacher will lead a discussion about the differences between original *The Three Little Pigs* and *The True Story of the Three Little Pigs.* The teacher will ask the class to explain the point of view of each of the two stories. The teacher will explain that the original story is written from the pigs' perspective of being chased by a wolf and that the second story is written from the perspective of the wolf, which believes he was treated poorly and is misunderstood. The teacher will create a large Venn Diagram on chart paper. The teacher will ask the students to chart the differences and similarities of the story and the events in the story based on the different characters	and England, which led to the American revolution. The teacher will remind students that people of the colonies were fed up with "taxation without representation" and remind them about the events of the Boston Tea Party. The teacher will also remind the students that not all colonists felt the same way about King George and separating from England. Some were loyal to England and wanted to remain a colony of England. The teacher will read *Cant' You Make Them Behave, King George?* The teacher will ask the students "whose point of view is represented in the story?" After hearing from the students, the teacher will confirm that this story is written from King George's point of view about the events	mother and Mudge's father. The teacher will chart the similarities and differences. Next the teacher will lead in an analysis of the Venn diagram and chart statements that can be made based on the diagram. The teacher will tells the students that they are going to work independently to explain the points of view of the Mudge and Charley. The teacher w		

	points' of view. The teacher will ask the students to decide which point of view they agree with and explain their reasons with examples from the story. Students will be encouraged to decide that both points' of view are not necessarily "wrong" but that because each character is "viewing" the situation with his/her own interests in mind, the point of views are just different.	in the colonies. And why England was taxing the colonists. The teacher will explain that people perceive events and topics differently and it is up to the reader to decide who/what he/she believes and that understanding more than one perspective is helpful in the decision making process. The teacher will lead a discussion about the "pros" and "cons" of remaining a colony of England or of revolting to establish America. Then the teacher will create a Venn Diagram to show the colonists point of view, the king's point of view and any ideas that overlap.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Student will return to their seats and in small groups the students will discuss the following questions, which will have been written on chart paper, Do you believe the wolf? Why or Why not? Do you think that the wolf was treated unfairly? Why or Why not? Do you believe the pigs? Why or Why Not? Is there another point of view, besides the pigs and the wolf?	Students will return to their seats and on their own, will write a letter to King George expressing whether he/she wants the colony to remain a part of England, using examples to support his/her argument or to side with the colonists and revolt from England giving examples to support his/her argument. Letters will be scored on a 4-point rubric. A	Students will return to their seats and create a Venn diagram related to the points of view of Mudge and her Father. Students will analyze use their Venn diagram and use it to write 6 sentences explaining the points of view of Mudge and Charley. (2-sentences of similarities, 2-specific to Charley, 2-specific to Mudge) The assessment will be scored based on 10		

	One person in the group will act as the secretary and record the groups' responses. Later the teacher will ask the class to regroup as a whole and discuss each group's responses.	score of 3 or higher is considered mastery. 4= The letter has a clear opinion and the student uses 3 or more examples to support the opinion. 3=The student writes an opinion and uses 1-2 examples to support the opinion. 2= The opinion is partially stated and no examples are used to support the opinion. 1= The opinion is not stated and no examples are used.	point scale with 8 out of 10 equally mastery, and a rubric with a score of 3 or higher equaling mastery.		

5th Grade reading Assessment

The students will be required to create a Venn Diagram which profiles the differences and similarities of two of the main characters within the story Voices in the Park. The students will analyze their Venn Diagrams to compete a written explanation of the two characters' points of view.

Venn Diagram Rubric

Venn Diagram	4	3	2	1	Score
	All statements are placed in the correct circle, and are supported by the text. The student is able to make three or more comparison statements in each circle.	Most statements are supported by the text, and are placed in the correct circle, but student mixed up one or two statements. Student makes three to four statements in each circle.	Few of the statements are supported by the text, and a few of the statements are placed in the correct circle. Student makes only two comparison statements in each circle.	None of the statements are supported by the text. Either none, or only one of the statements is placed in the correct circle. Student makes either none or one comparison statement in each circle.	
Score					/4

Essay Rubric

Essay	4	3	2	1	Score
	Precisely analyzes the text and notes similarities and differences	Analyzes the text and notes similarities and differences	Partially analyzes the text and notes some similarities differences	Does not analyze text and does not similarities and differences	
	Uses proper grammar, spelling and punctuation all of the time.	Uses proper grammar, spelling and punctuation some of the time.	Uses proper grammar, spelling and punctuation rarely.	Does not use proper punctuation, grammar and spelling.	
Score					/8