Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 5	English Language Arts-Writing		Researching the Life of a Famous Person

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons	Mid year	1. Background knowledge about researching and writing skills (grade 4) 2. Background knowledge on how to take notes (grade 4) 3. Background knowledge in Grammar and Usage (grade 4) 4. Living the Life of a Famous Person, Grade 5 2002 Core Knowledge® Conference 6

Unit Description

Concept Objectives:
1. Understand how to generate a list of guide questions prior to researching.
2. Understand how to gather and organize a variety of sources including encyclopedias, magazines, books, and Internet.
3. Understand how to identify main concepts related to guide questions and to be able to interpret the meaning into his/her own understanding and words.
4. Develop an awareness of the proper way to cite sources used in researching.
5. Appreciate all the details and work involved in publishing a formal research paper.
6. Understand how to produce an outline to organize ideas for a final draft of a research paper.

Standards: Common Core State Standards in ELA **Strand:** Writing Standards **Cluster**: Text Types and Purposes	**Standard**: #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 *In addition to the description, include a copy of the summative assessment in the application package.*	Students will write a final paper, which will be scored according to assessment rubric worth 100 points Student must earn 80 points to be considered for mastery (set at 80%). Enrichment: Each student is invited to create a 3-D replica of their famous person as well as a Biography T-shirt. Wearing the Biography T-shirts, students become his/her famous person for the day. Extra points will be given for participating in enrichment activity.
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*	Research Project Rubric
Materials/Resources Needed *Include all items for the entire unit.*	*Student research contract, Several resources on Abraham Lincoln, Chart paper, One-inch researching binder, Dictionary, note cards for Lincoln activity, Bibliography guide, computers, internet, school library resources ,Guide for Researching a Famous Person Living the Life of a Famous Person, Grade 5 2002 Core Knowledge® Conference 6*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	**Generating Questions for Research Topic (45 min.)** A. Daily Objectives 1. Concept Objective a. Understand how to generate a list of guide questions prior to researching 2. Lesson Content a. Defining main idea and sticking to it b. How to produce a complete sentence 3. Skill Objectives a. Demonstrating an understanding of questioning using who, what, when, where, why, and how categories to help facilitate researching b. Define and focus in on topic **Key Vocabulary** 1. Technique: the method of procedure 2. Strategy: skill in planning 3. Generate: to produce 4. Focusing: to be specific; to make clear; the center of attention or activity 5. Prior: earlier; previous 6. Template: a pattern 7. Define: to state the	**Bibliography (45 min.)** Daily Objectives 1. Concept Objectives a. Understand how to gather and organize a variety of sources including encyclopedias, magazines, books, & internet b. Develop an awareness of the proper way to cite sources used in researching. 2. Lesson Content a. Documenting sources in a bibliography 3. Skill Objectives a. Citing sources appropriately b. Reading and comprehending to increase knowledge **Key Vocabulary** 1. Bibliography: a list of books referred to in a scholarly work 2. Cite: to quote 3. Resources: the means available to achieve an end, fulfill a function 4. Sources: a person or document providing evidence; a place, person or thing from which something originates.	**Note-Taking (45 min.)** Daily Objectives 1. Concept Objective a. Understand how to identify main concepts related to guide questions and to be able to interpret the meaning in his/her own understanding and words. 2. Lesson Content a. Know how to gather information from different sources b. Defining main ideas and sticking to it. 3. Skill Objectives a. Organizing ideas b. Summarizing and paraphrasing main concepts into own understanding. c. Reading and comprehending to increase knowledge d. Note-taking strategies **Key Vocabulary** 1. Summarizing: to make brief; to sum up 2. Paraphrasing: express the meaning of (a passage) in other words 3. Bulleted notes: not in a complete sentence and starts off with a round	**Outlining (45 min.)** A. Daily Objectives 1. Concept Objective a. Understand how to produce an outline to organize ideas for final draft of a research paper. 2. Lesson Content a. Illustrating points with relevant examples 3. Skill Objectives a. Outlining ideas b. Read and comprehend to increase his/her own knowledge **Key Vocabulary** 1. Outline: a general plan: away of arranging information from general to specific 2. Thesis: a research paper 3. Main Topic: The principal theme for a book, essay, paper, etc. 4. Subtopic: details given to the main topic 5. Supporting details: providing back up information for the subtopic 6. Roman Numerals: any Roman letter representing numbers	**Producing Final Paper (45 min.)** A. Daily Objectives 1. Concept Objective a. Appreciate all the details and work involved in publishing a formal research paper. 2. Lesson Content Living the Life of a Famous Person, Grade 5 2002 Core Knowledge® Conference 6 a. Knowing how to write a report synthesizing information and presenting it in his/her own words b. Providing an introduction and conclusion c. Organizing materials into coherent paragraphs 3. Skill Objectives a. Understanding steps within the writing process b. Demonstrating knowledge of grammar and usage **Key Vocabulary** 1. Publishing: make generally known; announce 2. Editing: alter; reword to correct; change or

	meaning of 8. Research: careful study or investigation into some field of knowledge 9. Questioning: to inquire information about		black dot 4. Main idea: important facts		correction 3. Draft: a rough outline; a preliminary written version of a document 4. Revising: examine and improve; alter 5. Transition Sentence: a sentence that passes form one thought to another

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Procedures/Activities 1. Prior to this lesson, students should select a person from the past that is part of the Core Knowledge History or Science Sequence that they are interested in learning more about. . In order for the students to pick a person from the Core Knowledge Sequence, it is recommended to generate a list of famous people with them prior to their choosing. Also, each student should have a one-inch binder to place all assignments and materials in. Binders should be divided into three sections; steps to researching, researching notes on famous person, and bibliography. Divide class into five groups. Give each group a book or two on Lincoln. Explain that as a group, their task is to locate as much information as they can on Lincoln and to take written notes, however they choose, on him. (Provide at least 20-	Procedures/Activities 1. Review prior lesson on guide questions. 2. Discuss the vocabulary words. Ask students what the words mean before looking them up together. Make sure everyone completely understands the meanings and how the words are used. Display words with meanings on chart paper. 3. Using resources on Lincoln, explain the proper procedure for citing resources in a bibliography. Each student will need a copy of a bibliography card (Google: Bibliography Cards, Bibliography format, and print) so they can take an active role in following the learning process. a. Discuss bibliography format. b. Discuss and show where to locate information needed for the bibliography for each type of resource (author, title, publisher, etc.). c. While students study the bibliography, model	Procedures/Activities 1. Review prior lesson on citing resources in a bibliography 2. Discuss the vocabulary words. Ask students what the words mean before looking them up together. Make sure everyone completely understands the meanings and how the words are used. Display words with meanings on chart paper. 3. Each student needs a piece of paper for note taking. They should have their guide questions for Lincoln available. 4. Explain the layout for the note-taking. Discuss how the guide questions now become the focus on helping you take notes. 5. Using resources for Lincoln, model how to take appropriate notes using the note taking strategies. As you model on chart paper, students should actively be taking part in the following process by writing on their note on paper a. Before taking notes, explain to students that	Procedures/Activities 1. Review prior lesson on note taking 2. Discuss the vocabulary words. Ask students what the words mean before looking them up together. Make sure everyone completely understands the meanings and how the words are used. Display words with meanings on chart paper. 3. Give each student a piece of paper to model together a report on Lincoln. 4. Using their notes on Lincoln, explain how to form a topic sentence. As you model on chart paper, students will fill in the paper gaining an understanding of how to complete their own report for their famous person using the modeled process. (note: the report on Lincoln should not be a completed product but a road map for students). a. Next activity: Lay note cards out on floor. Separate cards into piles with similar themes i.e. childhood, work, death,	Procedures/Activities 1. Review Living the Life of a Famous Person, Grade 5 2002 Core Knowledge® Conference 6 for enrichment activity 2. Discuss the vocabulary words. Ask students what the words mean before looking them up together. Make sure everyone completely understands the meanings and how the words are used. Display words with meanings on chart paper. 3. Give students rubric for writing final copy. Remind each student about writing a final Research Paper with format of beginning, middle, and conclusion. Beginning includes topic sentence with clear understanding of topic. Middle supports topic with detailed facts about the person's life. The conclusion draws the information together in a summarizing style. Correct grammar is required. 4. The main focus for each coherent paragraph

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	30 minutes) 3. Discuss as a whole class, the techniques each group used in locating information, how much information was found, how difficult/easy the task was to complete and suggestions for how to improve their techniques 4. Discuss the vocabulary words. Ask students what the words mean before looking them up together. Make sure everyone completely understands the meanings and how the words are used. Display words with meanings on chart paper. 5. Discuss how the process of looking up information could be improved by utilizing questions to help focus and define the topic. 6. As a class, generate a list of guide questions for Lincoln and display on chart paper. Each student should fill in his or her template. 7. After completing the guide questions, ask the students which way would be more beneficial	on the chart paper the appropriate way to cite resources explaining indentation, punctuation, and layout for each format. 4. After demonstrating the appropriate way to cite resources, give students blank copies for each format to complete during a scheduled library period. Students are asked to find one of each type of resource and accurately cite it on the correct card. 5. All materials should be placed in research binder *Review and Assessment:* Have students make journal entry summarizing what they have learned so far regarding research and bibliographies. Share. Teacher checks for understanding.	they need to fill out the appropriate information for their bibliography by referencing the resource they are using. b. Demonstrate how to take bulleted notes using the guide questions for Lincoln. At this point, students need to understand that they are not allowed to copy notes word for word. They need to realize that they only write the main idea, in their own words, that answer the guide questions and that notes do not have to be in complete sentences. 6. After demonstrating how to use the note-taking strategies, students are asked to write notes independently and cite their resource for their bibliography. 7. In closing, students need to start taking notes, complete with bibliography, on his/her famous person. Provide students with at least three to four weeks, both in class and at home, to complete notes and	etc. b. Review information for each theme and generate a main topic statement that summarizes all points to each theme. Put each statement on its own card and place on top of the theme pile. c. Rearrange theme piles on the floor by organizing main topic statements in a sequential order from one thought to another d. Discuss the thesis statement. Explain that although it is at the beginning of the report, it can be the last thought completed for the report as well. Students should understand that the thesis states the main idea for the paper. It allows one to focus on the writing of the paper. e. Now having a main topic statement for Lincoln, start to fill in the chart paper while the students fill in the report paper. It is important for students to realize that not all notes will be used. Only the notes that follow the main idea (topic).	should have words that transition smoothly into the next paragraph. Also, discuss how the thesis statement comes at the end of the introductory paragraph. Discuss that each paragraph should consist of five to six complete sentences (introductory sentence, three plus supporting sentences, and a transition sentence). Bibliography to be included. Illustrations are encouraged. 5. Have students look at rough draft and the revisions/editing that have taken place. Last chance for final touch ups. 6. Write final paper. Allow students ample time to successfully complete paper in school. *Review and Assessment:* Teacher grades the research papers using rubric.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	in researching-Having questions to go by or randomly searching? Why? 8. In closing, have students generate a list of guide questions (at least five for each category) for the famous person they chose to research. 9. All materials should be placed in researching binder. *Assessment:* Teacher observation		bibliography before moving on to lesson four. Students should have at least three different resources to complete Guide for Researching a Famous Person. 8. All materials should be placed in researching binder. *Review and Assessment:* Teacher asks questions in game form with thumbs up (yes) or thumbs down (no) in answering questions. Students may ask questions as well over the material learned thus far.	Notes can be in outline form or written in note taking form. 5. In closing, students begin the report process for their famous person (rough draft). Allow several days for them to complete and for you to assess before moving on to lesson five. 6. All materials should be placed in researching binder. *Review and Assessment:* Teacher checks rough draft for strong topic sentence, sequencing, and supportive details. Conferences with student and gives positive feedback.	

5th Grade Research Contract

Student: _____

Topic: _____

Yes ___ No ___ Topic Chosen:
Name of famous person I am researching:

_____

Yes ___ No ___ Sub-Topic Questions for Research:
1.
2.
3.
4.
5.

Yes ___ No ___ Minimum Resources (3) Found:
1.
2.
3.

Yes ___ No ___ Rough Draft Completed by: _____

Yes ___ No ___ Revised/Edited Copy Completed by: _____

Yes ___ No ___ Final Paper Completed by: _____

Signatures:

_____ _____

_____ _____

Guide for Researching a Famous Person

Student Name: _____

Early Life

When was this person born?

Did this person have a family, brothers, sisters?

What kind of education did this person have?

What interests did this person have as a child?

Adult Life

Did this person have a degree from college?

What did this person accomplish in life?

Why is this person famous?

What significant contributions did this person contribute to the world?

What were some important events in this person's life?

How do you feel about this person?

Would you like to be this person? Why or why not?

If you could interview this person, what would you say?

Other questions:

Approved 03/14/2011

Rubric for 5th Grade Research Project On a Famous Person

Student Name: _____

____ Topic is clear in the first paragraph (10)

____ Thesis statement is at the end of the introductory paragraph and conveys topic (10)

____ Paragraphs consist of 5-6 complete sentences (10)

____ Paragraphs are well developed and support the topic with facts that are detailed. Ideas are clear. (10)

____ Paragraphs transition smoothly into new paragraphs. (10)

____ The format of the paper is strong with a beginning, middle, and end. Closure summarizes main idea. (10)

____ Bibliography: complete and correctly formatted (10)

____ Correct grammar is used throughout the piece (10)

____ Assignment was handed in on time (10)

____ Assignment is neatly written or typed (10)

EXTRA POINTS EARNED:

____ Illustration included

____ Enrichment points earned

____ TOTAL POINTS ____ FINAL GRADE