## Anoka Hennepin K-5 Curriculum Unit Plan

<table>
<thead>
<tr>
<th>Department:</th>
<th>Elementary Research</th>
<th>Grade Level:</th>
<th>5</th>
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<tbody>
<tr>
<td>Unit Title:</td>
<td>Research: American Revolution Biography</td>
<td>Trimester 2 &amp; 3,</td>
<td>20 Weeks</td>
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<td>Note: Research time is 60 minutes per week.</td>
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### Unit Summary:
This unit will take students through the research process; modeled, guided and independent. George Washington will be the topic of the modeled (structured inquiry) and guided research (guided inquiry) portion of this unit. Students will select a significant person of the American Revolution to independently research that historical figure's contributions to the development of American political culture. Student performance is assessed in an ongoing manner throughout the unit. The unit is differentiated based on the knowledge and skills established for grade level expectations and performance indicators of the Minnesota Academic Standards in the areas of English Language Arts and Social Studies, and American Association of School Librarians (AASL) Standards.

### Program Understandings or Big Ideas:
- **Library:** Inquiry, Ethical Communication, & Information and Technology Literacy
- **ELA:** Students will understand that effective research and use of technology includes:
  - asking questions, examining problems and considering ideas that focus on issues and interests
  - seeking information from print and non-print resources, online databases, and appropriate Internet sites
  - finding, evaluating, summarizing, and synthesizing information from a variety of sources and perspectives
  - sharing the findings in presentations appropriate to the purpose and audience
  - documenting sources and respecting intellectual property
- **Content:** Social Studies Program Understanding II. TIME, CONTINUITY, AND CHANGE: Students will understand that significant people, events, and ideas influence change and growth in United States history (Through the 1800's)

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### MN Academic Standards in English Language Arts:

**ELA 5.2.9.9**
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**ELA 5.6.2.2**
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.

**ELA 5.6.9.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence

## Transfer

Students will be able to independently use their learning to...

- follow the research process to investigate and report on the impact of a significant person from the American Revolution.

## Meaning Making

**UNDERSTANDINGS**

**Student will understand that...**

What specifically do you want students to understand?

**Overarching (Framework)**

1. inquiry is a study into a researchable question, issue, problem or idea.
2. following an inquiry based research process can answer questions, solve problems and lead to new questions.
3. to answer questions, one must find, evaluate, and select appropriate sources.
4. valid information can be gathered from multiple sources and organized to make it useful.
5. effective learners use organized information to synthesize, transfer and apply knowledge.

**ESSENTIAL QUESTIONS**

**Students will keep considering:**

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

**Overarching (Framework)**

1. Why be a researcher?
2. How and where are sources found to answer questions?
3. What makes a source appropriate for research?
4. How can technology tools be used for gathering, organizing, and sharing learning?
5. How does reading, viewing or listening build understanding?
6. How do researchers identify important information?
to support particular points in a text, identifying which reasons and evidence support which point[s]."

ELA 5.8.4.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.

ELA 5.8.7.7
Distinguish among, understand, and use different types of print, digital, and multimodal media.
   a. Locate and use information in print, non-print, and digital resources using a variety of strategies.
   b. Evaluate the accuracy and credibility of information found in digital sources.
   c. Recognize ethical standards and safe practices in social and personal media communications.

ELA 5.6.6.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

ELA 5.6.7.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA 5.6.8.8
Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.

6. meaning can be made by reading, viewing and listening to information.
7. technology is a tool that can be used to access sources and share information.
8. learners collaborate in order to share ideas, solve problems, and improve learning.
9. information must be used ethically, responsibly and with specific protocols.
10. information can be communicated and used in a variety of ways.

Topical (Unit)
1. to answer biographical questions, one must find, evaluate, and select appropriate sources.
2. valid information can be gathered from consulting multiple sources; primary and secondary.
3. researchers collaborate to share ideas and improve their written report.
4. researchers cite their sources to avoid plagiarism.
5. a written report can be used to communicate research findings.
6. significant people, events and ideas influenced change and growth during the American Revolution.

7. How do researchers organize information to be useful?
8. Why is working together important?
9. How do people gather and share information ethically and responsibly?
10. How do people communicate effectively?
11. How can people have an effect on issues in their community?
12. How do researchers identify point of view in different sources?

Topical (Unit)
1. Why research history?
2. How have people from the past influenced the American political culture?
3. Who is telling the history and is it believable?
4. How do I organize biographical information to be useful?
5. As a biographer, how do I choose and evaluate sources related to my topic?
6. Why is it essential to read, listen and view for understanding?
**ELA 5.8.5.5**
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**ELA 5.8.8.8**
Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
   a. Publish the work and share it with an audience

*American Association for School Librarians Standards:*

**AASL 1.1.4**
Find, evaluate, and select appropriate sources to answer questions.
   a. Select and use appropriate sources, including specialized reference sources and databases, to answer questions.
   b. Use multiple resources, including print, electronic, and human, to locate information.
   c. Use the organizational structure of a book (for example, table of contents, index, chapter headings) to locate information to answer questions.
   d. Use text features and illustrations to decide which resources are best to use and why.

**AASL 1.1.5**
Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
   a. Skim/scan to locate information that is appropriate to age and ability level.
   b. Identify facts and details that support main ideas.
   c. Evaluate facts for accuracy.
   d. Distinguish between fact and opinion.

### Acquisition

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<thead>
<tr>
<th><strong>Students will know...</strong></th>
<th><strong>Students will be skilled at...</strong></th>
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| *What facts and basic concepts should students know and be able to recall?*
  1. Researchers share information to increase learning.
  2. The steps of the research process (Big 6):
     - Task Definition
     - Information Seeking Strategies
     - Location & Access
     - Use of Information
     - Synthesis
     - Evaluation
  3. The difference between a primary and secondary source
  4. The steps of the writing process:
     - Prewriting
     - Drafting
     - Revising
     - Editing
     - Publishing
  5. Evaluating resources
  6. Applying grade 4 reading strategies to informational text such as using text features, skimming and scanning, determining important ideas, and summarizing...
| *What discrete skills and processes should students be able to use?*
  1. Generating questions (Task Definition)
  2. Organizing information
  3. Identifying resources (Information Seeking Strategies & Location & Access)
  4. Writing citations
  5. Taking notes without plagiarizing
  6. Integrate information from two different texts on the same topic.
  7. Writing a research paper
  8. Formatting:
     - resizing font
     - changing font
     - bold
     - text color
     - align text
     - tab key
     - copy and paste
     - cut and paste
     - delete
     - insert graphics
     - spell check
     - header and footer
     - undo

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<th><strong>Essential Vocabulary:</strong></th>
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<tr>
<td>authority</td>
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<td>bibliography</td>
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<td>biographer</td>
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<td>formatting</td>
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<td>impact</td>
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<td>influence</td>
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<td>Internet domains</td>
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<td>patriot</td>
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<tr>
<td>political</td>
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<tr>
<td>political culture</td>
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<tr>
<td>propaganda</td>
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<tr>
<td>relevant/relevance</td>
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e. Interpret information taken from maps, graphs, charts, and other visuals.
f. Select information to answer questions or solve a problem.

**AASL 1.1.6**
Read, view, and listen for information presented in any format (for example, textual, visual, media, digital) in order to make inferences and gather meaning.
- a. Use various note-taking strategies (for example, outlining, questioning the text, highlighting, graphic organizers).
- b. Paraphrase or summarize information in various formats.
- c. Draw conclusions based on facts and premises.

**AASL 1.1.7**
Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- a. Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.
- b. Recognize their own misconceptions when new information conflicts with previously held opinions.

**AASL 1.1.8**
Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- a. Search an online catalog to locate materials
- b. Use selected websites and periodical databases to find appropriate information.
- c. Use selected search engines to find appropriate information.
- d. Use software or online tools to record and organize information.

**AASL 1.1.9**
Collaborate with others to broaden and deepen understanding.
- a. Work in teams to produce original works or solve problems.
- b. Respect others’ opinions through active listening and questioning.

<table>
<thead>
<tr>
<th>☺ report ☺ revolution ☺ search filters ☺ freelance (optional)</th>
<th>☺ keyboard shortcuts</th>
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<tbody>
<tr>
<td>Common misunderstanding(s):</td>
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<tr>
<td>● Biographical research is limited to reading biographies.</td>
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<tr>
<td>● A report and an essay are the same.</td>
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<tr>
<td>● Everyone wanted America to be free from Britain.</td>
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<tr>
<td>● Only white men influenced the American Revolution.</td>
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<tr>
<td>● All people of the time period had equal influence.</td>
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<tr>
<td>● Historical fiction is a reliable resource for research.</td>
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AASL 2.1.2
Organize knowledge so that it is useful.
  a. Organize notes and ideas to form responses to questions.
  b. Organize the information in a way that is appropriate for the assignment or questions.
  c. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information.

AASL 2.1.3
Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
  a. Review ideas held at beginning of inquiry and reflections captured during note taking.
  b. Match information found with questions and predictions.
  c. Make inferences about the topic at the conclusion of a research project.
  d. Draw a conclusion about the main idea. Identify connections to the curriculum.

AASL 2.1.4
Use technology and other information tools to analyze and organize information.
  a. Use word processing, drawing, presentation, graphing and other productivity tools to illustrate concepts and convey ideas.

AASL 2.1.5
Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.
  a. Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems.
  b. Work in groups to create and evaluate picture, images, and charts for word processed reports and electronic presentations.
AASL 3.1.1
Conclude an inquiry-based research process by sharing new understandings & reflecting on the learning.
   a. Present information clearly so that main points are evident.
   b. Use information appropriate to task and audience.
   c. Identify and evaluate the important features for a good product.
   d. Identify their own strengths and set goals for improvement.
   e. Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

AASL 3.1.2
Participate and collaborate as members of a social and intellectual network of learners.
   a. Show respect and respond to the ideas of others.
   b. Accurately describe or restate ideas of others.
   c. Acknowledge personal and group achievements.
   d. Rely on feedback to improve product and process.
   e. Respect the guidelines for responsible and ethical use of informational resources.
   f. Share favorite literature.
   g. Participate in discussions on fiction and nonfiction related to curriculum.
   h. Develop a product with peers and share with others.
   i. Develop project with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (for example, shared book reviews, shared slide presentations).

AASL 3.1.3
Use writing and speaking skills to communicate new understanding effectively.
   a. Use significant details and relevant information to develop meaning.
   b. Present information coherently in oral, written, and visual sequencing.
c. Use clear and appropriate vocabulary to convey the intended message.
d. Speak clearly to convey meaning.

**AASL 3.1.4**
Use technology & other information tools to organize & display knowledge & understanding in ways that others can view, use, & assess.

a. Use various technology tools to retrieve & organize information.
b. Use a variety of media & formats to create & edit products that communicate syntheses of information & ideas.

**AASL 3.1.5**
Connect learning to community issues.

a. Gather ideas and information from different points of view.
b. Base opinions on information from multiple sources of authority.
c. Connect ideas and information to situations and people in the larger community.

**AASL 3.1.6**
Use information and technology ethically and responsibly.

a. Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.
b. Understand that authors and illustrators own their writings and art and it is against the law to copy their work.
c. Credit all sources properly with title, author, and page number.
d. Observe Web safety procedures including safeguarding personal information.
e. Practice responsible use of technology and describe personal consequences of inappropriate use.
f. Respect privacy of others (e-mail, files, passwords, book checkout, etc.).

*MN Academic Standards in Social Studies:*
<table>
<thead>
<tr>
<th>5.4.1.2.1</th>
<th>Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.</th>
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<tr>
<td>5.1.2.2.1</td>
<td>Identify historically significant people during the period of the American Revolution, explain how their actions contributed to the development of the American political culture. <em>(For example, George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, and Elizabeth Freeman)</em></td>
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