

# America in Conflict

Essential Question

This nine week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.

How are fictionalized characters and real people change through conflict?

CCSS standards	Resources, materials, activities and assessments
<p><b>Reading Standards for Literature</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.3</b> Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>Reading Standards for Informational Text</b></p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or info. in two or more texts.</p> <p><b>RI.5.7</b> Draw on info. from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Read Book: If You Lived at the Time</p> <p>Activities: Picture Timeline, Write Letters, Skim Scan, and Scroll</p> <p>Assessments: Journals, Open Response, Group and Class Discussions, Multiple Choice Questions, Graphic Organizers, Create a Map of the Civil War</p>

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**Reading Standards: Foundational Skills K-5**

**RF. 5.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression of successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Standards**

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases and clauses (e.g. consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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; including 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.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequence.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters;

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Battle of Pea Ridge  
and Prairie Grove.  
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organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description and pacing to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task.

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

a. Apply grade 5 Reading standards to literature (e.g. compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text).

## Speaking and Listening Standards

**SL.5.1** Engage effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of info. and knowledge gained from the discussion.

**SL.5.4** 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; speak clearly at an understandable pace.

**SL.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.

**Language Standards**

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states and conditions.

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and not (e.g. Yes. Thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?), and to indicate direct address (e.g. Is that you, Steve?).

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).
- c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.