|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit: \_\_\_\_\_6\_\_\_\_  Week: \_\_\_5\_\_\_\_\_  Social Movements – Women’s Suffrage and Civil Rights | | Focus Standards:   * **RL.5.3:** 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). * **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. * **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. * **W.5.6:** 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. * **W.5.8:** 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. * **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. * **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. * **L.5.3 (a):** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. * **L.5.3 (b):** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | | | |
| Student Objectives: | | | | | | |
| Terminology: | | | | Comprehension Strategy:  Genre Focus: | | |
| Read Aloud | Shared Reading | | Guided Reading/Book Clubs/Reciprocal Teaching | | Independent Reading | Word Work |
| Rappaport, Doreen (2001) *Martin’s Big Words*  Giovanni, Nikki (2005) *Rosa*  Coles, Robert (1995) *The Story of Ruby Bridges*  Landau, Elaine (2007) *Women's Right to Vote (Cornerstones of Freedom, Second Series)*  Boston, Carole (2007) [*Freedom on the Menu: The Greensboro Sit-Ins*](http://www.amazon.com/gp/product/0142408948/ref=ox_sc_act_title_1?ie=UTF8&m=ATVPDKIKX0DER)  McCully, Emily Arnold (1998) [*The Ballot Box Battle*](http://www.amazon.com/gp/product/0679893121/ref=ox_sc_act_title_2?ie=UTF8&m=ATVPDKIKX0DER) | Kamma, Anne (2008) *If You Lived When Women Won Their Rights*  Kids Discover *– Suffragists*  Kids Discover – *Civil Rights* | | (2006) *Time For Kids: Rosa Parks: Civil Rights Pioneer*  Fritz, Jean (1999) *You Want Women to Vote, Lizzie Stanton?* | | Houghton Mifflin Social Studies text, *United States History,* Chapter 17, p.626-631 (Civil Rights) Chapter 18, p.654-655 (Women’s Rights Movement timeline) |  |
| Interactive Writing/Edit | Independent Writing | | Vocabulary | | Assessment/Rubrics | Technology  <http://www.pbs.org/newshour/bb/race_relations/jan-june97/bridges_2-18.html> |
|  | <http://www.readwritethink.org/files/resources/interactives/bigwords_book/big_book_template.pdf>  Students write paragraphs which describe pictures from another’s point of view; lesson is on The Story of Ruby Bridges: f<http://www.civiced-ri.org/rubybridges.pdf> | | suffrage, civil rights, desegregation, nonviolent protest | |  | <http://teacher.scholastic.com/activities/suffrage/>  <http://teacher.scholastic.com/researchtools/researchstarters/civilrights/>  <http://www.brainpop.com/socialstudies/ushistory/womenssuffrage/>  <http://www.brainpop.com/socialstudies/ushistory/civilrights/>  <http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/>  <http://www.brainpop.com/socialstudies/ushistory/brownvsboardofeducationoftopeka/>  <http://pbskids.org/wayback/civilrights/features_school.html>  <http://americanhistory.mrdonn.org/RosaParks.html> |