# Unit Summary:

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist—as most American educational programs do—on a good bit of history? And why urge many students to study even more history than they are required to?

#### Oftentimes history is viewed as a series of events that happened independently of each other. Students examine how personal histories overlap within a wider historical narrative to create a web of connection between us. Students will also explore how history can be viewed, perceived, and recollected differently by people and across generations.

#### Students investigate Billy Joel’s “We Didn’t Start the Fire” using research and analysis skills to determine why he chose the events he did. Students then collaborate with family, friends, and peers to create a list of prominent events in their lives that should be “added” to Billy Joel’s list.

# Stage 1 - Desired Outcome

## Goals:

Our goal as a 4th and 5th grade class is to investigate each "lyric bit" of the original song.  We want to understand its importance and place in history.  Our second goal is to develop our own list of important events, people and places since 1989 and research them, continuing Billy Joel's song through our own lives and experiences.

# OPESD97 Curriculum Goals:

**Culture**

* Understand that each ethnic, racial, and religious group adds its culture to the larger American culture

**Economics**

* Learn about the United States as a partner in alliances, trade agreements, and as a member of the United Nations
* Study the United State’s place in the world

**Reading**

* Apply word analysis skills (phonics, word patterns) to recognize new words
* Apply word study skills (structural analysis) to recognize and understand new words
* Read age-appropriate material aloud with adequate speed, accuracy, and expression
* Demonstrate an understanding of vocabulary
* Apply reading strategies and skills to improve fluency and understanding

**Writing**

* Recognize and apply appropriate parts of speech
* Use correct grammar in written work
* Recognize and apply appropriate capitalization and punctuation
* Use correct spelling
* Identify and construct various types of sentences
* Use the writing process effectively (prewrite, draft, revise, edit)
* Demonstrate organization, focus, elaboration, and integration in written compositions
* Write using various forms (expository, narrative, persuasive, etc.)

**Listening/Speaking Research**

* Understand and use the research process as outlined in Research Basic, Jr.

**Citizenship and Government**

* Learn about:
	+ Creating a national identity
	+ Declaring independence
	+ Creating an early government
	+ Levels of government

**Culture**

* Learn about immigrants in America and how each group contributed to the melting pot

**Economics**

* Explore world travel and trade

**Geography**

* Learn how wars affected the settlement and growth of the United States

**History**

* 1949 - present

**Literature**

* Identify and understand literary elements (characterization, dialogue, plot, point of view, setting)

# Standards:

**Common Core**

|  |
| --- |
| CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| CC.5.R.I.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| CC.5.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. |
| CC.5.R.F.3.a Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  |
| CC.5.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension. |
| CC.5.R.F.4.a Fluency: Read grade-level text with purpose and understanding. |
| CC.5.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| CC.5.W.1.a Text Types and Purposes: 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. |
| CC.5.W.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details. |
| CC.5.W.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| CC.5.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented. |
| CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CC.5.W.2.a Text Types and Purposes: 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. |
| CC.5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CC.5.W.2.c Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| CC.5.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CC.5.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented. |
| CC.5.W.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| CC.5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| CC.5.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 5 on page 29.) |
| CC.5.W.6 Production and Distribution of Writing: 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. |
| CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| CC.5.W.8 Research to Build and Present Knowledge: 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. |
| CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CC.5.W.9.a Research to Build and Present Knowledge: 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 [e.g., how characters interact]”). |
| CC.5.W.9.b Research to Build and Present Knowledge: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).  |
| CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. |
| CC.5.SL.1.a Comprehension and Collaboration: 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. |
| CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. |
| CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| CC.5.SL.4 Presentation of Knowledge and Ideas: 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. |
| CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| CC.5.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) |
| CC.5.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CC.5.L.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| CC.5.L.1.b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| CC.5.L.1.c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions. |
| CC.5.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.\* |
| CC.5.L.1.e Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor). |
| CC.5.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CC.5.L.2.a Conventions of Standard English: Use punctuation to separate items in a series.\* |
| CC.5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence. |
| CC.5.L.2.c Conventions of Standard English: Use a comma to set off the words yes and no (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?). |
| CC.5.L.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works. |
| CC.5.L.2.e Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed. |
| CC.5.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CC.5.L.3.a Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| CC.5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| CC.5.L.4 Vocabulary Acquisition and Use: 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. |
| CC.5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| CC.5.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| CC.5.L.4.c Vocabulary Acquisition and Use: 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. |
| CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context. |
| CC.5.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs. |
| CC.5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| CC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

**NETS Student**

|  |  |  |
| --- | --- | --- |
| Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. | 1a | Students apply existing knowledge to generate new ideas, products, or processes.A. apply existing knowledge to generate new ideas, products, or processes. |
|  | 1b | Students create original works as a means of personal or group expression. |
|  | 1c | Students use models and simulations to explore complex systems and issues. |
|  | 1d | Students identify trends and forecast possibilities. |
| Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. | 2a | Students interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. |
|  | 2b | Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. |
|  | 2c | Students develop cultural understanding and global awareness by engaging with learners of other cultures. |
|  | 2d | Students contribute to project teams to produce original works or solve problems. |
| Students apply digital tools to gather, evaluate, and use information.  | 3a | Students plan strategies to guide inquiry. |
|  | 3b | Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
|  | 3c | Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks. |
|  | 3d | Students process data and report results. |
| Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources | 4a | Students identify and define authentic problems and significant questions for investigation. |
|  | 4b | Students plan and manage activities to develop a solution or complete a project. |
|  | 4c | Students collect and analyze data to identify solutions and/or make informed decisions. |
|  | 4d | Students use multiple processes and diverse perspectives to explore alternative solutions. |
| Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. | 5a | Students advocate and practice safe, legal, and responsible use of information and technology. |
|  | 5b | Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. |
|  | 5c | Students demonstrate personal responsibility for lifelong learning. |
|  | 5d | Students exhibit leadership for digital citizenship. |
| Students demonstrate a sound understanding of technology concepts, systems and operations. | 6a | Students understand and use technology systems. |
|  | 6b | Students select and use applications effectively and productively. |
|  | 6c | Students troubleshoot systems and applications. |
|  | 6d | Students transfer current knowledge to learning of new technologies. |

###

### Enduring Understandings

1. Students will understand that current events create an awareness of our worlds past and present.
2. Students will understand how political and economic organization impacts their daily lives
3. Students will be able to understand why relationships are formed and how they impact people’s decisions

### Essential Questions

1. In what ways does history connect people?
2. In what ways is history perceived differently by people of different experiences, both at the time the events occur and across time?
3. What role does music play in history?
4. How do I evaluate the credibility of sources and determine which ones to use for a specific task?
5. How can I search for the best evidence to satisfy my task?

### Students will know:

#### Students will be familiar with…

1. Sifting and Summarizing tools

#### Students will know…

1. How to evaluate a source for validity
2. How to use materials following copyright law
3. How to use a hypermedia tool to share information
4. How to use Google Sites and Documents to work collaboratively

### Students will be able to:

* I can relate how current events apply to the past.
* I can distinguish main ideas in news articles and media.
* I can recognize the difference between fact and opinion.
* I can identify bias in media.

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

**Goal:  Having investigated Billy Joel’s “We Didn’t Start the Fire,” work collaboratively to write a class version based upon recent history.**

**Role:** Researcher, Writer, Hypermedia Creator

**Audience:** Families, Friends, Administrators

**Situation:** Concern has been expressed that students are not able to extrapolate the facts and skills that they learn and apply to their own lives. The 4th/5th grade class is asked to demonstrate their understanding of why we study history and share relevant recent history with their families and friends.

**Product:** After selecting your event in history, use the templates and rubric to research to become an expert. Students should be certain to apply their media literacy skills and remember copyright. Use a hypermedia program such as Hyperstudio or Glogster to share your knowledge of the event with your peers. The entire class will put together an updated “We Didn’t Start the Fire” video with events in their history.

**Standards:**  Common Core, NETS

**Materials needed:** paper, pencils, planners and rubrics, internet access via lab or netbooks, Glogster or Hyperstudio

# Other Assessments:

* Ongoing blog posts
* Research of original lyric bits and summative writing: self-assessment, editing/revising, conferencing
* Optional: Print/Non-print media creation to share a event in history

## Stage 3 - Learning Plan

**W** (help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests):Students will discuss goals of unit as well as specific requirements.

**H(hook all students and hold their interest?):**To begin the entire unit, we will share favorite songs/poems and why they speak to us, discussing and blogging.

**E (equip students, help them experience the key ideas, and explore the issues?)**:  Students will explore print and non-print media, having both voice and choice in their acquisition and sharing.

**R (provide opportunities to rethink and revise their understandings and work**?): Students will self-assess and peer review, editing and revising their work.

**E (allow students to evaluate their work and its implications?** :  Students will self-assess and peer review.

**T (be tailored (personalized) to the different needs, interests, abilities of learners)** : Students have both voice in choice in their topics of interest and how they share that knowledge with their peers.

**O (be organized to maximize initial and sustained engagement as well as effective learning?)** :  The unit is organized and mapped in a variety of ways.  To do lists and calendars keep both students and teachers on a schedule.

|  |
| --- |
|  |

**The Plan:**

1. Tech Visit: Students are introduced to class site. Each student has own page for blogging.
2. Students are asked to reflect on their favorite song or artist and share why.
3. Students analyze why artists create music (one of several possible reasons: to share experiences, create stories, create an emotion, or to create a connection with the listener). These reasons are very similar to why authors write books.
4. Listen to five Billy Joel songs that clearly share a story. Decipher the lyrics in small groups and shared the songs meanings with each other.
5. Listen to and then view several examples of the song, “We Didn’t Start the Fire.”
6. Tech visit to explain the website we use for research and to learn tech tools to help us with the research. Learn about copyright issues and media literacy as we begin searching for images to go with the lyric bits.
7. Categorize and then research the lyric bits from the song.
8. Language Arts reading/writing will include biographies and other non-fiction and fictional literature based 1900 to present.
9. Homework Assignment: discuss and create a list with your family of 10 significant world events that have occurred since 1989.
10. Tech visit to learn how to how to download, copy, and save images as well as drop and retrieve items from the shared folder. Review internet literacy (validity of sources, copyright).
11. Tech Visit: Example of a glog, model creating a glog.
12. Create lists of all the events students brought in from home.  Determine the 25 most significant or popular events.
13. Each student selects a new event to research according to rubric.
14. Option: students can choose to compose a song or poem, write a story or news article, or create a video/piece of art to commemorate their event.
15. Begin creating glogs according to rubric
16. Peer edit and revise a partner’s glog.
17. Each student summarizes research of “their” original lyric bits.
18. Small group of students organize saved photos and word documents in order for input into MovieMaker (images and music) and (images, text, music) into Photostory.
19. Students will research inspirational quotes that they feel express the sentiments or "voice" of the original song.
20. Culminating event: Families and friends invited to see all of project including research, planning documents, final movies, glogs, and photos.

Throughout project, lessons will be given on non-fiction reading and writing as well as research skills.

6 Facets of Understanding

***Explanation****:* The ability to demonstrate, derive, describe, design, justify, or prove something using evidence.  Student will research lyric bits and share their knowledge with their peers.

***Interpretation****:* The creation of something new from learned knowledge, including the ability to critique, create analogies and metaphors, draw inferences, construct meaning, translate, predict, and hypothesize.  Students analyze song lyrics to to construct meaning, critique, and draw inferences.

***Application****:* The ability to use learned knowledge in new, unique, or unpredictable situations and contexts, including the ability to build, create, invent, perform, produce, solve, and test.  The final project offers opportunities to demonstrate this level of understanding.

***Perspective****:* The ability to analyze and draw conclusions about contrasting viewpoints concerning the same event, topic, or situation.  Media literacy lessons and historical event research offer opportunities to examine perspective.

***Empathy****:* The capacity to walk in another's shoes, including participating in role-play, describing another's emotions, and analyzing and justifying someone else's reactions.  Lessons on perspective provide opportunities for empathy growth and practice, as do conversations with family and peers about current events.

***Self-Knowledge:***The ability to self-examine, self-reflect, self-evaluate, and express reflective insight, particularly the capacity for monitoring and modifying one's own comprehension of information and events.  The final project offers opportunities for the students to demonstrate this level of understanding.

# TPACK

TPACK. Technological, Pedagological, and Content Knowledge (TPACK) is a model for technology integration. This lesson certainly integrates Web 2.0 Tools such as Google Sites, glogs, netbooks, and webquests. The tools helped the students construct their knowledge as well as share. The experience of choosing new essential events to include in the class song helps to grow their previously existing schemas.

The technology was not the main focus of the lesson, but it was an integral part of its success.

# Universal Design

Access for all is essential to all lessons.  The tools found on the site will help students work independently.   The Netbooks can also be used to support non-writers with audio recording and story board organizing features.

# Learning Principals

**Learner-Centered** – Teachers need to investigate and understand their students’ knowledge, skill levels, interests, and attitudes.

**Knowledge-Centered** – Teachers need to investigate and understand what deep understanding in a subject area looks like – understand what is taught, why, and what competency looks like.

**Assessment-Centered** – Teachers need to investigate student progress through formative assessments – making students’ thinking visible to both teachers and students.

**Community-Centered** – Teachers need to facilitate the development of classroom norms and connections to the outside community in ways that facilitate core values.