

LINKAGE OVER TIME

English/Language Arts/Social Science

Grades: 5

PAGE 1

Acceleration Approach

Standard has been accelerated by moving grade level 5 up to the standard used for 8.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
				—————▶						

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):

Change

Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning):

Paul's Model of Reasoning: Language Arts and Paul's Concept Development: Social Sciences

Differentiation Features – Students:

- Use multiple higher-level skills
- Study a concept in multiple applications

COMMON CURRICULUM GOAL**Language Arts/English – Reading**

Demonstrate a critical stance when reading literature.

Language Arts/English – Communications

Structure oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.

Social Science - Historical Skills

Interpret and reconstruct chronological relationships.

CONTENT STANDARDS**Social Science - Historical Skills**

Understand, represent, and interpret chronological relationships in history.

BENCHMARKS**Language Arts/English – Reading**

8th Grade – Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

Language Arts/English – Communications

8th Grade – Use audience feedback (e.g., verbal and nonverbal cues): Reconsider and modify the organizational structure or plan. Rearrange words and sentences to clarify the meaning.

5th Grade – Develop a focus, organizational structure, and point of view for an oral presentation.

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PAGE 2

Archetypal Model

Students will develop a horizontal timeline and linkage of people and events based on the settings of literary selections read (i.e., stories, plays, books, fables, myths) or read to them. Students will use skills of compare and contrast, inference, evaluation, and analogy to develop linkages (reading and literature selected for use will be at the appropriate level and rate of the learner). Linkages may be investigated in the following areas:

- History and Politics (Social Sciences)
- Literature and Theater (Language and Performing Arts)
- Religion, Philosophy, and Learning
- Visual Arts
- Music (Performing Arts)
- Science, Technology (Math, Science and Communications)
- Daily Life

Investigations may be done individually, or in small or large group formats. Depth of content and number of linkages investigated will be determined by appropriate level and rate of the learners and time available. Resources used and investigation methods will be determined by the level of learners.

TASK DEMAND

- Teacher uses this task demand as a model for analysis of literature and the two areas of linkage (*technology and daily life*) to lay the groundwork for the concepts of linkages and connections.
- Teacher reads *Little Red Riding Hood* to students.
- Teacher asks students to describe the setting of the story (e.g., forest, not many neighbors, some distance between houses, no vehicles, somewhat wild since there is a fear of strangers and wolves).
- Teacher asks students what they know about the daily life from the characters (e.g., Little Red wore a hood. Food was homemade. Red walked the distance between houses. Food was taken to Grandma in a basket. There was a woodsman. Grandma lived alone in a cottage. Wolves were out and about. Ailing Grandma was alone lying in bed).

Social Science-Historical Skills

8th Grade – Represent and interpret data and chronological relationships from history, using timelines and narratives.

5th Grade – Interpret data and chronological relationships presented in timelines and narratives.

LINKAGE OVER TIME

English/Language Arts/Social Science

Grades: 5**PAGE 3**

- Teacher asks students what technology (tools and inventions) were evident in the story (ax).
- Teacher asks students to reflect and describe what would be different if Red was sent to see her ill grandmother's house in our present times. (e.g., Red might ride her bike, take a bus, drive or be driven. Mom might have called ahead to let Grandma know Red was coming. Red's outfit might be different. Food might be take-out or microwaveable and taken in a cooler or backpack instead of a basket. Grandma might live in a condominium, house or in an assisted living place. Grandma may have been watching TV when wolf or Red arrived. The woodsman might have a chainsaw/or other saws besides an ax. A hiker, mail carrier, or other worker who would come to her aid might replace the woodsman. Grandma might not let the wolf in, might use a telephone and dial 911 for help instead of using her voice.)
- As students share differences, teacher lists responses and clusters them in a grouping that could be labeled "technology," thus laying the foundation for the linkages.

Teacher also discusses with children what would be similar or the same in today's world if this tale was set in today's times. (e.g., Mother would be concerned about Grandma's health., Child may be sent on an errand. Food is often provided to people in need. Mother would caution child about dangers in the community. Individuals may come to the assistance of Grandma or Red if they cried for help).

Sample Task Activity

- Students read *Tom Sawyer*.
- Teacher asks students to describe the setting of the story (e.g., United States in the 1800's, state of Missouri in a rural community along the Mississippi River).
- Teacher asks students to describe the daily life depicted in this story. (e.g., towns exist, people go to church, children are expected to go to school, there is a legal system, children at play use sticks, hoops, etc, for entertainment, there are social levels of status (i.e., Judge Thatcher, Injun Joe, and Nigger Kim), sugar is a precious commodity, there are behavioral expectations for children, travel by boat is common, differentiated expectations for mode of dress on Sunday and other days, marriage and widowhood have status expectations, public education exists, potions and painkillers are used, cats are domestic pets.)

LINKAGE OVER TIME

English/Language Arts/Social Science

Grades: 5

PAGE 4

- Teacher asks students to cite examples of technology from the selection. (Boats, paddleboats, cannons, whitewash, fencing, slates, chalk, books, matches and matchboxes, roads, wagons).
- Teacher asks about religion, philosophy, learning (attitude toward people of color, Christianity is religious focus, commerce, romance, manners, importance of education).
- Teacher introduces or develops other linkage concepts of history, literature, theater, religion, philosophy, learning, visual arts, music, science, technology, math, daily life. Students research linkages to other cultures for this same setting time.
- Teacher asks students to compare and contrast elements to the setting in which they live. Record on Graphic Organizer *Linkages Over Time: the Human Experience*.
- Teacher discusses with students, based on their analysis of the setting, what time period/era do they believe it is. (This is only used if the time period is not directly identified or stated) Have students share the text clues or inferences made that led them to their reasoning.
- Teacher has students select one category of linkage to investigate and uses *Linkage Investigation Form*.
- Using the Graphic Organizer *Informative Speech Outline*, student prepares speech to report findings.

Questions

- If this story were set in a geographically different location, what plot events would change, if any? Support your response.
- Would the mood of the story be affected by a change in setting? Why or why not? Explain.
- Would the theme of the story be affected by a setting change? Why or why not? Support your answer.

Questions for independent investigations of linkages

- How does the development or non-development in one linkage area inhibit advances in another linkage area?
- Hypothesize with support why development and progress in one linkage area in one culture progressed at a different rate than in another culture or how progress and advancements in one linkage area can arrest progress and advancements in another linkage area (i.e. interdependency of linkage area).

Implementation Time

- 3 to 5 class periods for group work and discussion; research work as homework.

LINKAGE OVER TIME
English/Language Arts and Social Science

Grades: 5

PAGE 5

Resources

- Encarta CD or other similar reference source
- The Timetable of History
- Bartlett's Quotations
- Biographies
- Internet
- Twain, M. (1903). *The adventures of tom sawyer*. (reprint 2001 paperback). NY: Aladdin Paperbacks.

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Additional Information found on the Internet:

Here are two sites that includes details about *Tom Sawyer*:

Found here are character list, further reading lists, symbolism, etc. <http://www.sparknotes.com/lit/tomsawyer/>

From this site you will see copies of the original publication with drawings, resources where Twain got his ideas, Twain's efforts for publishing, etc. <http://etext.virginia.edu/railton/tomsawye/tomhomp.html>

Scoring Guide Student will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Describe literary settings in broad areas i.e., history, literature, theater, religion, philosophy, learning, visual arts, music, science, technology, math, daily life).						
Hypothesize why setting changes occurred from the literary setting and student's current setting.						
Determine the relationship, if any, of the literary piece with the themes and issues of its historical period. Support your viewpoint.						

LINKAGE OVER TIME: THE HUMAN EXPERIENCE
Graphic Organizer

Grades: 5

PAGE 6

Name _____ Date _____

TIME FRAME	HISTORY, POLITICS	LITERATURE, THEATER	RELIGION, PHILOSOPHY, LEARNING	VISUAL ARTS	MUSIC, PERFORMING ARTS	SCIENCE, TECHNOLOGY, MATH, COMMUNICATIONS	DAILY LIFE, HISTORY, COMMUNICATIONS
DESCRIPTION OF LINKAGE							
SIMILARITIES TO LITERATURE STUDIED							
DIFFERENCES TO LITERATURE STUDIED							

LINKAGE INVESTIGATION
Graphic Organizer

Grades: 5

PAGE 7

Name _____ Date _____

Linkage Area Explored _____

Resources/References used ...

Information found ...

What were the themes or major issues of your linkage area?

Were the significant personalities in your area of study? If so, who were they and what were their contributions?

Informative Speech Outline

Graphic Organizer

Page 8

Name _____ Date _____

Setting Description ...

Linkage Area ...

Introduction (include an appropriate hook)

Body

Conclusion

After your presentation, be ready to respond to the following question:

LINKAGE OVER TIME
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PAGE 9

TAG NEEDS ADDRESSED

<p>INTELLECTUALLY GIFTED</p> <p><input checked="" type="checkbox"/>Advanced Critical Reasoning <input type="checkbox"/>Scholarly Interaction <input checked="" type="checkbox"/>Continuous Progress for Level and Rate* <input type="checkbox"/>Challenging Resources <input type="checkbox"/>Effecting Change <input type="checkbox"/>Decision Making; Ethical Use of Influence <input type="checkbox"/>Leadership Training/Career <input type="checkbox"/>Realistic Goal Setting <input type="checkbox"/>Regular Interaction with Intellectual Peers <input type="checkbox"/>Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/>Advanced Academic Planning <input type="checkbox"/>Opportunity for Competition/ Failures/Successes <input type="checkbox"/>Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/>Pursuit of Advanced Level Research <input checked="" type="checkbox"/>Advanced Vocabulary Development (assuming advanced level novels)</p>	<p>ACADEMICALLY TALENTED ENG/LA</p> <p><input type="checkbox"/>Advanced Critical Thinking in LA <input checked="" type="checkbox"/>Continuous Progress/Level and Rate* in LA <input type="checkbox"/>Challenging LA Resources <input type="checkbox"/>Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/>Advanced Vocabulary Development (assuming advanced level novels) <input type="checkbox"/>Leadership Training/Career <input type="checkbox"/>Decision Making; Ethical Use of Influence <input type="checkbox"/>Regular Interaction with Talented LA Peer <input type="checkbox"/>Realistic Goal Setting <input type="checkbox"/>Opportunity for Competition/ Failures/Successes <input type="checkbox"/>Advanced Academic Planning in LA</p>	<p>ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS</p> <p><input type="checkbox"/>Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/>Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/>Challenging Soc Science Resources <input type="checkbox"/>Creative Problem Solving Strategies in Soc Science <input type="checkbox"/>Soc Science Advanced Vocabulary Development <input type="checkbox"/>Leadership Training/Career <input type="checkbox"/>Decision Making; Ethical Use of Influence <input type="checkbox"/>Regular Interaction with Talented Soc Science Peer <input type="checkbox"/>Realistic Goal Setting <input type="checkbox"/>Opportunity for Competition/Failures/Successes <input type="checkbox"/>Advanced Academic Planning in Social Studies</p>	<p>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</p> <p><input checked="" type="checkbox"/>Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/>Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development</p>	<p>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</p> <p>English/LA: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>CIM <input type="checkbox"/>CAM</p> <p>Social Science: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>CIM <input type="checkbox"/>CAM</p>
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Student _____ Grade _____

Teacher _____ School _____

Date Initiated _____ Date Completed _____

* Rate requires monitoring to ensure that the student was allowed to move ahead upon ac-

Check TAG Identification category: Intellectual Academic Math Academic LA