

LITERATURE CHARACTERS - REVOLUTIONARY WAR
Social Science and Language Arts

Grades: 5

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Acceleration Approach

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

Patterns of Change

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

Bloom’s Taxonomy

Differentiation Features - Students:

- Assigned fewer tasks to master standards and benchmarks
- Use advanced resources
- Use multiple higher-level skills
- Develop a product
- Make cross-disciplinary applications

COMMON CURRICULUM GOALS

English/Language Arts- Reading

Demonstrate initial understanding when reading literary text.

Develop an interpretation when reading literary text.

Demonstrate a critical stance when reading literary text.

Social Sciences - History

Interpret and reconstruct chronological relationships.

CONTENT STANDARDS

Social Sciences - History

Understand, represent, and interpret chronological relationships in history.

LITERATURE CHARACTERS - REVOLUTIONARY WAR**Social Science and Language Arts****Grades: 5****PAGE 2****Archetypal Model**

Using Graphic Organizers analyze characters and write a description that includes character's name, beliefs, values, thoughts, background (age, gender, education, family), movement, 3-5 words describing character (i.e. intensity), significant events in life, mannerisms, characteristic expressions (i.e. smiling, frowning, serious). Vocabulary development based on words in text. Read literary text from a designated period in time and record significant people and events in the literary text and create a timeline based on information found in literature.

TASK DEMAND**Sample Task Activities**

- Read *Johnny Tremain*.
- Complete character description using Graphic Organizer *Character Analysis*.
- Write a description of the main character as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and action of other characters.
- Use Graphic Organizer *Significant People* and *Significant Events* to describe things that happened that were important and important people that influenced the person.
- Create a timeline based on information found in literature.
- Develop Graphic Organizer *Vocabulary Web*.

Questions

- What were the significant events in your character's life?
- What were the beliefs, values, and thoughts of your character?
- What was your character's background?
- What was your character's age, gender, education, family?
- Describe your character's expressions i.e., smiling, frown, serious.
- Describe your character's mannerisms.

Implementation Time

- 1-2 week

Scoring Guide See Standards and Assessments Section VII for Language Arts and Social Science.

Resources

- Graphic Organizers: *Vocabulary Web Example*, *Vocabulary Web*, *Significant Events*, *Character Analysis*, and *Significant People*
- Forbes, Esther. (1968). *Johnny tremain: A story of boston revolt*. NY: Dell Publishing.

BENCHMARKS**Social Sciences - History**

5th Grade - interpret data and chronological relationships presented in timelines and narratives.

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

English/Language Arts- Reading

7th Grade - Analyze characterization as shown through a character's thought's words, speech patterns, and actions; and the thoughts, words, and action of other characters.

8th Grade - Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and action of other characters.

Graphic Organizer

VOCABULARY WEB MODEL

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The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

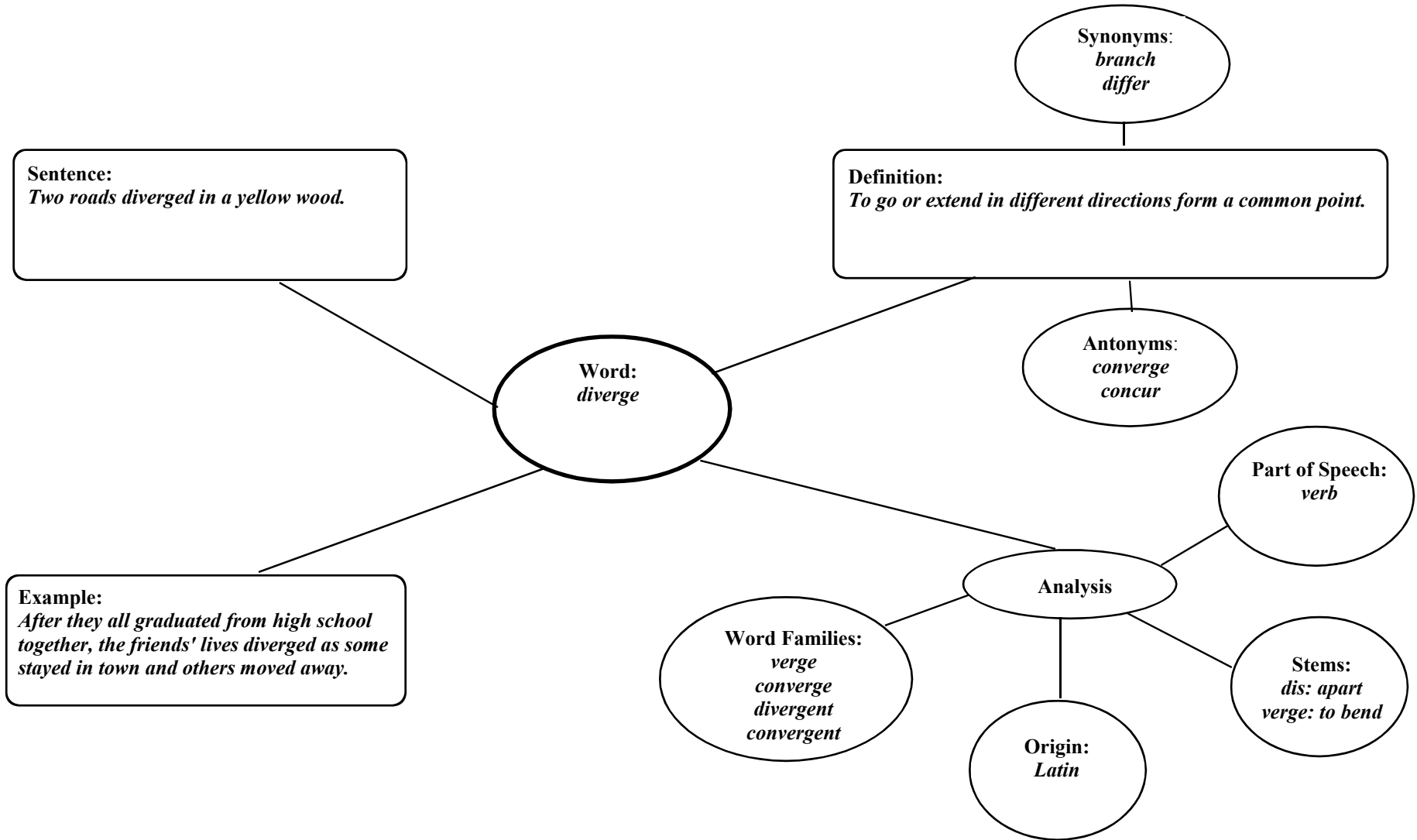
1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

See an example of the next page.

GRAPHIC ORGANIZER
VOCABULARY WEB EXAMPLE

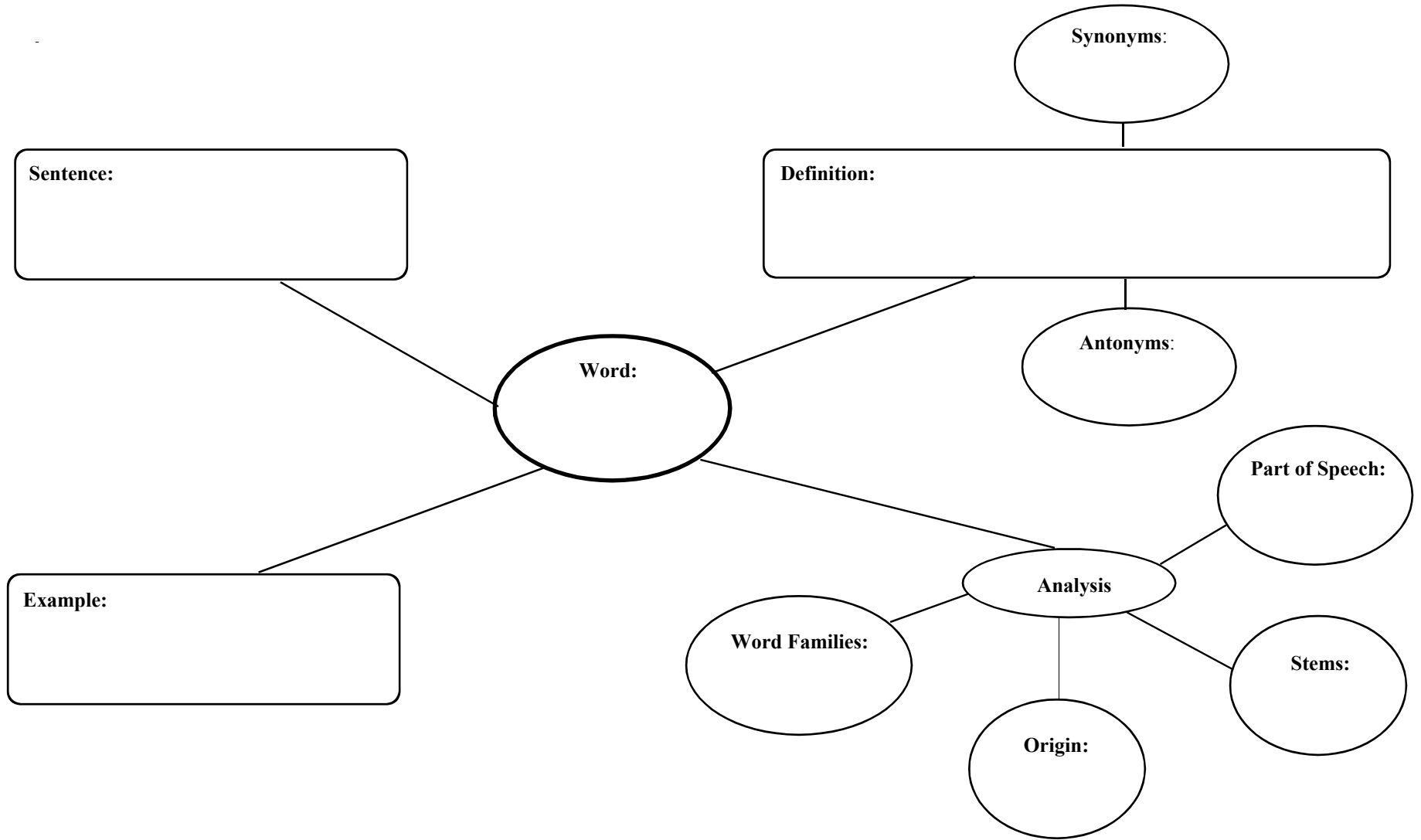
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Name _____ Title _____



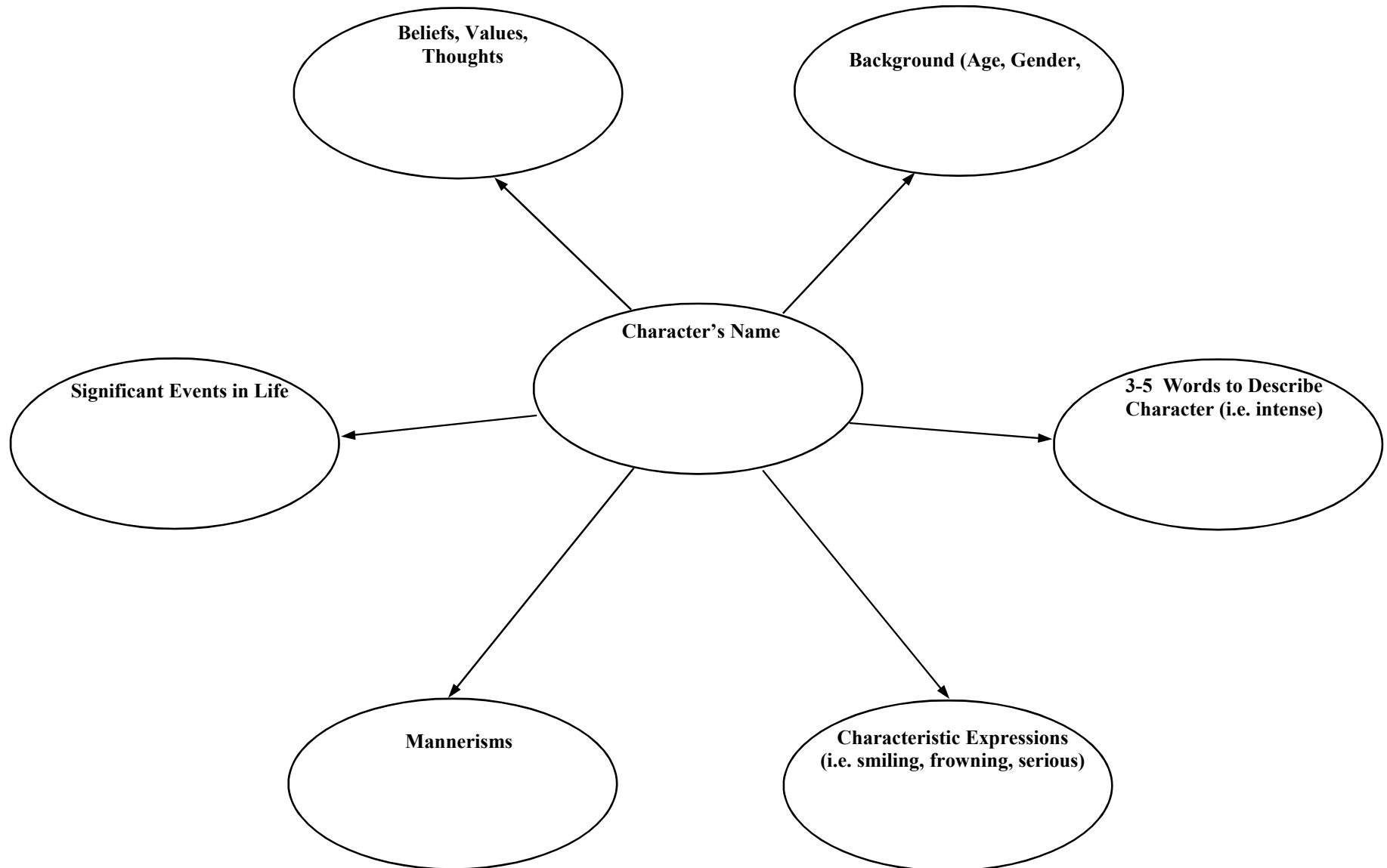
GRAPHIC ORGANIZER
VOCABULARY WEB

Name _____ Title _____



Graphic Organizer
CHARACTER ANALYSIS

Name _____ Title _____



GRAPHIC ORGANIZER
SIGNIFICANT EVENTS

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Name _____ Date _____

Famous Person _____

Important Events in the Famous Person's Life	Concurrent Important Historical Events
1.	
2.	
3.	
4.	
5.	

GRAPHIC ORGANIZER
SIGNIFICANT PEOPLE

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Name _____ Date _____

Famous Person _____

Name important people in the famous person's life.	Relationship to person	How did these people influence the famous person?

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<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 type="checkbox"/> Advanced Vocabulary Development	<input checked="" 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 checked="" type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" 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 Critical Thinking in Social Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input type="checkbox"/> Challenging Social Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Social Science <input type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social 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	<input type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p>				
<p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				

* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.