

Unit 5-3, Spring Semester: Once Upon a Time

Alternate Specialized LEADS Unit

Time frame for units: Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

Theme Overview:

“**Once Upon a Time**” was selected for a 16 week-interdisciplinary unit of study. How does your family’s story shape who you are today? “**Once Upon a Time**”, America was the land of “Happily ever after,” the magnet that attracted millions of immigrants from around the globe who searched for a better life. After a treacherous voyage and a difficult beginning, the immigrants became part of the new emerging culture. In adapting their existing cultural beliefs to their new circumstances, they change the face of the American culture. This unit will examine the story of the immigrant and the adaptations one must make when faced with new surroundings. In our novels, we will explore the change over time that the characters undertake when their story takes an unplanned twist. It all begins **Once Upon A Time**...

Please refer to LEADS Unit 5-3 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 5th grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: The Sisters Grimm: Fairy Tale Detectives (DRA 50)
The Bridge to Terabithia (DRA 40-50)
The Magic Tree House#18: Buffalo Before Breakfast (DRA 28)

NOTE: ***If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.***

Guided Reading: Hoot (DRA 40) by Carl Hiassen
George Washington’s Socks (DRA 40) by Elvira Woodruff
A Series of Unfortunate Events (DRA 44) by Brett Helquist

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

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Social Studies Materials

American Reading Company's Industrial Times Kit (ranging from 2nd to 5th grade levels)

These newspapers are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

Nonfiction Social Studies Texts:

National Geographic texts:

DRA	Title
18	Why Did They Come?
O-P	An Immigrant Community
S	Our New Life in America
18	Anna at Ellis Island
14	My Family Tree
16	Henry Ford and the Car
Q-R	Industry Changes in America
Q-R	Inventions that Changed the World
20	The Big Wheel

Please also refer to the Pearson leveled readers on the attached unit.

The following pages contain the LEADS unit 5-3 "Once Upon a Time," including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Unit 5-3: Once Upon A Time
SS Topic: Immigration

Core Novel

The Sisters Grimm:
Fairy-Tale Detectives

Guided Reading
Easy

A Series of
Unfortunate
Events:
The Bad
Beginning

Guided Reading
At Level

Travel Team

Guided Reading
Challenge

Seer of Shadows

Kit's Wilderness

Dragonwings

Fifth Grade Unit 3

Theme Overview:

How does your family's story shape who you are today? **Once Upon a Time**, America was the land of "Happily ever after," the magnet that attracted millions of immigrants from around the globe who searched for a better life. After a treacherous voyage and a difficult beginning, the immigrants became part of the new emerging culture. In adapting their existing cultural beliefs to their new circumstances, they change the face of the American culture. This unit will examine the story of the immigrant and the adaptations one must make when faced with new surroundings. In our novels, we will explore the change over time that the characters undertake when their story takes an unplanned twist. It all begins **Once Upon A Time**...

Essential Question:

How does your family's story shape who you are today?

Driving Questions:

- What were the reasons so many people left their native countries for America?
- What was the "promise" of America that attracted many immigrants?
- How did the advancement of technology and the rise of cities help to cause mass immigration?
- How does a person's story, and the challenges they face, shape how they perceive their world?
- What components are necessary to tell a fictional story, and how do those components contrast with those of a nonfiction story?

New Jersey Core Curriculum Content Standards specific to this unit:

Standard 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

A. Social Studies Skills

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

B. American Values and Principles

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.

D. Citizenship

1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
4. Explain the benefits, costs, and conflicts of a diverse nation.

E. International Education: Global Challenges, Cultures, and Connections

6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
9. Discuss how cultures may change and that individuals may identify with more than one culture.
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

Standard 6.5 (Economics) All students will acquire an understanding of key economic principles.

B. Economics and Society

1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.
4. Describe how inventions and innovations have improved standards of living over the course of history.

Standard 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

D. Human Systems

6. Compare the patterns and processes of past and present human migration.

Materials:

Authentic Reading Materials:

Suggested Core Novel: *The Sisters Grimm: The Fairy Tale Detectives* by Michael Buckley (A)

Alternative Core and/or Guided Reading Selections:

Seer of Shadows Avi (C)

Kit's Wilderness David Almond (C)

Dragonwings Lawrence Yep (C)

Travel Team Mike Lupica (A)

A Series of Unfortunate Events – The Bad Beginning Lemony Snicket (E)

Textbook: McMillan:

Book 2: *It's Our World Too*

Book 5: *Time For Kids: Cleaning America's Ari*

Book 6: *Amistad*

Textbook: Harcourt:

Chapter: 1, 2 & 3 entire

Chapter 12: Lesson 1-2

Chapter: Unit 6 p 376-377

Chapter: 15 entire

Suggested Supplemental Novels: These novels are recommended for inclusion as possible substitutes or additional texts for core or guided reading novels based upon the current availability at individual schools.

In the Year of the Boar and Jackie Robinson (A)

Dear America (Series)

My Name is: _____ (Series) (A/C)

Additional Series of Unfortunate Events Books (E/A)

Independent Reading /Research:

Pearson Leveled Readers				
Title		F&P	DRA	Lexile
The Growing United States	Clampitt	S	44+	840
Spreading Across the Continent	Zambo	S	44+	1040
Rails Across America	Korb	P	38	830
Transcontinental Railroad	Korb	U	44+	1010
A Mill Girl's Day	Rossi	O		
Growing and Changing Cities	Cashore	S	44	880
American Immigrants	Petrovsky	T		
Chinese Americans and Immigration History	Gordon	Z		1030
A Land of Opportunity	Kendler	V		
New Problems New Solutions	Cashore	U	44+	950
The Great Depression	Gillam	V	44+	1080

Teacher Resources:

Core/Guide Reading Websites:

Sisters Grimm

<http://www.sistersgrimm.com/newsite/index.html>

The author’s website contains a great deal of information about the book series, fairy tales, and on-line games and activities for your students.

<http://www.sistersgrimm.com/pdfs/Grimmguide.pdf>

This website is a PDF file that contains activities specific for the novel. Introduction activities, extension activities, cross-curriculum connections and information about the famous Brothers Grimm can all be found at this site.

Travel Team

<http://www.mikelupicabooks.com/index.html>

The official Mike Lupica website provides summaries of the novel, as well as his many others. An author biography and a Frequently Asked Questions, FAQ, section may be useful.

A Series of Unfortunate Events: The Bad Beginning

<http://www.lemonysnicket.com/>

In true Lemony Snicket form this website warns the users from entering the unpleasant website filled with videos, information about the author, quizzes, and other activities that can be used in your classroom.

Seer of Shadows

<http://www.avi-writer.com/>

This author website may be helpful when using this novel.

Dragonwings

<http://www.mrcoward.com/slcusd/dwings.html>

This website provides a beginning point for discussion questions and final projects.

<http://www.glencoe.com/sec/literature/litlibrary/pdf/dragonwings.pdf>

This website contains a PDF file that contains vocabulary, discussions questions, and additional activities for the novel broken down by chapters.

Internet Sites – General

<http://www.pbs.org/wgbh/amex/carnegie/>

This is a PBS website about *Andrew Carnegie, The Richest Man in the World*. It contains a timeline of Carnegie's life as well as events in American history during his lifetime. It has a gallery of famous mansions, as well as information about their famous inhabitants.

http://www.pbs.org/wgbh/amex/rockefellers/peopleevents/p_rock_jsr.html

This is also a PBS website with similar information to the site on Carnegie.

<http://www.thomasedison.com/>

The homepage of Thomas Edison, with biographical information, pictures, and information on his inventions. A second site on Edison is supported by the National Park Service at:

<http://www.nps.gov/edis/>

<http://teacher.scholastic.com/activities/immigration/index.htm>

A large, Scholastic website on immigration. It contains stories of immigrant kids, data on immigration to graph, an interactive tour of Ellis Island, a site to publish a story on an ancestor, as well as many additional links.

www.endex.com/gf/buildings/liberty/liberty.html

A site about the Statue of Liberty

www.aiisf.org/

Angel Island, the immigration station in California where Australians, Canadians, people from Central and South America, and, primarily, Asians entered the U.S..

www.ellisland.org

This contains both information on the Ellis Island museum and the American Family Immigration History Center. If your ancestor came through Ellis Island, and you have some basic factual information, you can find his/her name on a scanned original passenger list, as well as a picture of the boat.

<http://pbskids.org/bigapplehistory/index-flash.html>

Another wonderful PBS site, very kid friendly. There are many links to investigating NYC history from daily life, to building skyscrapers, to entertainment, politics, and immigration.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The CIA “world factbook” has lots of information on countries of the world, including history and flags.

<http://maps.google.com/>

Google maps is a great way for kids to view countries of the world, with topographic data as well as photos of important places.

Audio-Visual:

United Streaming Clips:

New York Up Close: Immigration and the Industrial Revolution (selected clips)
Introduction to the Industrial Revolution

Suggested Student Activities:

Theme Introduction Activities:

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Provide students with a variety of art supplies and ask them, in groups, to create or draw symbols of freedom. Allow students time to create their symbols of freedom and have them present their symbols to the class for discussion and comparison. Provide students with a copy of the poem *The New Colossus* by Emma Lazarus and lead the class in translating the words and message into more kid friendly terms. Express the idea that for many immigrants coming in to America that the Statue of Liberty was the ultimate symbol of freedom. Copies of the poem can be found at <http://www.nps.gov/stli/historyculture/upload/new%20colossus%20for%20displaypage2.pdf>.

OR

Another option is to present the students with the fairy tale, *The Immigration Fairy* (located in resource packet). This tale can be read to students and combines both the historical topic of immigration and unit theme of Once Upon a Time in whimsical fairy tale style. After reading the fairy tale students should work in groups to separate the fairy tale components and the historical components. A discussion can take place that for the many oppressed immigrants traveling to America was their ticket to a Happily Ever After. This story is a great representation of some of the possible PBLs that students can create based upon their research on immigration or fairy tales.

Core Text Activities:

- Listen to daily read aloud.
- Select key vocabulary and clarify word meanings.
- Make predictions and interpret ideas through discussions and journal entries.
- Critique and appraise decisions made by the characters, citing specific examples from the text.
- Make inferences using textual information and providing supporting evidence.

Short Term Projects:

~Scale Model:

Students will create a scale model of the Statue of Liberty. Prior to construction students should research the history, construction, and shipping of the statue to the United States. Students can use a variety of supplies to construct their scale representation of the entire statue or a portion of the statue (the nose, foot, torch, etc.) Students should include a key explaining their measurements and actual measurements of the statue.

~Fairy Tale:

Students will research and analyze the components and themes of a fairy tale. After exploring the literature, students should define the necessary components and begin creating their own fairy tale taking place in modern times. Students should take a look at familiar fairy tale slogans (“Once Upon a Time,” “A Long Time Ago,” “Far, Far Away,” “Happily Ever After”) and incorporate them into their tale. Students should make sure their tale is illustrated. At project completion students should read their fairy tale to the class.

OR

Working in small groups, have students select a fairy tale of their choice or be assigned a particular story. Students should research and read the many available version of the popular fairy tale (ex. Brothers Grimm version, Disney version, cultural versions, etc.) Have the groups rewrite the fairy tale with a contemporary setting and situations for modern readers. Students should make sure they stay true to the tales theme and essential plot elements. At project completion students should read their fairy tale to the class.

~Advertisement:

Many immigrants were drawn to the promise of America and the many riches the country contained. Students should create an advertisement trying to draw the immigrants of the 1800's to America, the land of dreams. The format can include a brochure, commercials, tour video, posters, etc. Students should make sure to include information about the following

- Occupations
- Technology
- Freedom (religion, speech)
- Riches

~City Life:

Throughout the 1800's American cities began to grow. Using the website <http://pbskids.org/bigapplehistory/index-flash.html> students should research New York City and create a newspaper about 3-4 components of city life such as:

- Architecture
- Music
- Politics
- Business
- Entertainment
- Parks
- Housing
- Etc.

Each component should include an article, photograph/illustration, title, and a caption. Students should include creative advertisements, sales, help wanted ads of the time period to add to the creative presentation of their newspaper.

~People of the Times:

Using resources from the textbook and the internet students should research famous people during the Immigration time period. Students should create mini-posters identifying the individual, the date of birth and death, including a picture, and 4-5 bulleted facts about the individual.

Short- term Projects that could result in a long- term PBL:

Ancestor Album:

Students will create an Ancestor Album based upon research conducting conducted throughout the marking period. Students will create a table of contents and investigate the following components of their family history:

- An interview with an ancestor/family member
- Family travel brochure
- Researched facts about the origin country
- A map of the country
- Flag/ important symbol
- Traditional dress
- Native language
- A history of the country
- A Traditional recipe
- Holiday traditions
- A Traditional folk tale/fairy tale
- Circle/bar graph of immigration statistics
- A response on freedom

The finished product can be bound into an expert book on the ancestry and familial history of the individual child.

~Assessments:

Informal daily observations

Writing conferences

Anecdotal notes (Guided Reading)

PBL's

Rubrics:

- Writing rubric
- Speaking rubric
- Oral presentation-dramatization
- Open-ended scoring rubric
- Final project