

Proposed Unit 5-4: Tug of War
SS Topic: The Great Wars

Core Novel

Code Talkers

Guided Reading
Easy

Hoot

Guided Reading
At Level

**Bridge to
Terabithia**

Guided Reading
Challenge

Stay

Private Peaceful

War Horse

Fifth Grade : Unit 4

Theme Overview: Tug of War

Throughout the 1800's, immigrants by the millions flooded into the United States. These people were attached to the culture of their homeland, yet drawn to America in hopes of fulfilling their dreams of a better life for themselves and their families. In the 1900's, the sons of these hopeful immigrants were at war, often choosing to fight against the very countries that their fathers had left. These nations were engaged in a tug of war, attempting to fulfill their own needs and wants of land, and food, and power while conflicting with the desires of other countries. By entering the wars, America had made the choice to change from a giant, island nation concerned only with the struggles occurring within its own borders, to an important player on the world stage. This choice was fueled, in part, by the development of this new self image and the desire to keep pace with technological changes occurring world-wide; it was a time of dramatic, upheaval, change, and innovation. In this unit we will be exploring the important choices people make, their effect on the individual, and their effect on the culture as a whole.

Essential Question:

How do the choices we make, or don't make, affect the world around us?

Driving Questions:

- What were some of the important changes in 19th century American culture?
- What were the important factors that caused America to make the choice to enter WWII? Was the choice a responsible one and should it have been made earlier?
- How did the everyday culture of America adapt to war?
- How does the information you receive influence how you see the world around you?
- How do the choices that characters make, or not make, influence the world around them?
- How do authors influence the way readers see the written world?

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.

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

2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.

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

B. Economics and Society

3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.

Materials:

Authentic Reading Materials:

Suggested Core Novel: *Code Talkers* by Joseph Bruchac (A)

Alternative Core and/or Guided Reading Selections:

Stay Lowis Lowry (C)

Private Peaceful Michael Morpurgo (C)

War Horse Michael Morpurgo (C)
Bridge to Terabithia Katherine Paterson(A)
Hoot Carl Hiaasen (E)

Textbook: McMillan: Book 1: *The Wise Old Woman*
 Book 2: *The Gold Coin*
 Book 4: *Carlos and the Skunk*
 Book 5: *The Riddle, Breaker's Bridge*
 Book 6: *Rip Van Winkle*
 Textbook: Harcourt: Chapter: 17 Lesson 3
 Chapter: 18 Lesson 4

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.

Number the Stars (A)
Boy At War (A)
The Wish Giver (E)

Independent Reading /Research:

**American Reading Company Leveled Library –
Pearson Leveled Readers**

Title		F&P	DRA	Lexile		
The Show Must Go On	Cashore	O		710		
Restless Humanity	Rogers	X				
Making a Diference in Denmark	Weimer					
The War at Home	Zambo	Q	40	980		
The Home Front	Zambo	S	44	1030		
The Great Depression	Gilham	V	44+	1080		
Winston Churchill	Winkleman	W	44+	960		
Danger, Children at Wrok	Franklin	T	44	960		
We're in This Together	Zambo	T	44	1010		

Teacher Resources:

Core/Guide Reading Websites:

-Code Talkers:

<http://www2.scholastic.com/browse/collateral.jsp?id=10825>

This Scholastic site contains a summary of the book as well as discussion questions that could be helpful in planning your instruction.

-Hoot:

<http://www.carlhaasen.com/faq/faq-hoot.shtml>

This website contains an interview with the author specifically about the book *Hoot*. It also contains information about the other books the author has written.

<http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780375821813&view=tg>

This site contains ideas for possible thematic connections to the literature as well as project ideas for connections to the different subject areas. Also listed are wildlife preservation websites that link nicely to the novel.

-Bridge to Terabithia:

<http://www2.scholastic.com/browse/collateral.jsp?id=10935>

This site contains discussion questions and answers that can be used with this novel. Also listed is a printable version to be distributed to students.

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

The author's official website provides some insight on the author and the books she has written.

-Stay:

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

The author's website has some useful information about her and a summary of the book.

-War Horse:

<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=4602>

This Scholastic site allows links to a summary of the book, extension activities, lesson plans, and booktalk questions.

<http://www.michaelmorpurgo.org/index.htm>

The author's website might be helpful in planning your instruction.

-Private Peaceful:

<http://www.michaelmorpurgo.org/index.htm>

The author's website might be helpful in planning your instruction.

Internet Sites – General

<http://www.eyewitnesstohistory.com> - The Eyewitness to History site contains WWI and WWII information, often from the perspective of those who were participants. In the WWI site, for instance, there is an account of the assassination of Archduke Ferdinand, as well as a recounting of the story of the Christmas truce story when the Germans and the British suspended fighting for Christmas Day.

www.lapahie.com/Navaho_Code_Talker_Original_Code.cfm - This site gives the list of the 263 terms created by the first Navaho Code Talkers.

<http://memory.loc.gov/ammem/browse/ListSome.php?category=War,+Military> The American Memory Collection of the Library of Congress has collections of photos on the Japanese Internment as well newspaper articles and military maps.

http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html This National Archive site features posters from WWII

<http://www.pbs.org/wgbh/amex/warletters/index.html> A PBS site based on the book, *War Letters*. It has many examples of letters sent from WWII war zones. It also contains ideas for possible activities, such as using a world map to indicate where the letters came from and where they were going.

<http://www.firstworldwar.com/posters/index.htm> - Many examples of propaganda posters from around the world.

<http://www.pbs.org/wnet/historyofus/web11/index.html> - PBS companion site to *The History of US*. This segment talks about the period before, during, and after WWI. It contains information on: the Wright Brothers, Woodrow Wilson, the Doughboys, trench warfare, women's suffrage, African Americans, flappers, radio, etc.

<http://www.pbs.org/wnet/historyofus/web12/> - PBS companion site to *The History of US*. This segment talks about the Depression and World War II. It also includes information on: Franklin Roosevelt, Pearl Harbor, propaganda posters, and the Japanese internment.

<http://www.spartacus.schoolnet.co.uk/2WW.htm> - a HUGE WWII website from Britain on every conceivable aspect of the war

http://www.ecb.org/warletters/Pacific_clips.htm great video clips of the Pacific theatre including a fascinating clip of women fighter pilots

http://www.transformationteam.net/audio/christmas_truce_in_the_trenches a song commemorating the Christmas truce of 1914 when German, French, and British soldiers called their own truce and played a game of soccer in no-man's land

<http://www.wanttoknow.info/christmastruce>

<http://history1900s.about.com/od/1910s/a/christmastruce.htm>

<http://www.guardian.co.uk/uk/2004/dec/19/christmas.lornamartin> a newspaper story about the last survivor of the Christmas truce.

<http://www.u-s-history.com/pages/h1674.html> This site contains information on rationing and changes that took place at home during war time.

<http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm> This website contains images of actual rations books and stamps used during the 1940's.

<http://www.woodlands-junior.kent.sch.uk/Homework/Britain.html> This site is really an everything you need to know about World War II.

Audio-Visual:

United Streaming Clips:

World War II: The World at War (selected clips)

Unit 5-4

Suggested Student Activities:

Theme Introduction Activities:

Tell the students that you are going to take them on a virtual class trip to Walt Disney World in Orlando, Florida. After discussing that the clip they are about to see is a Disney attraction, *The Carousel of Progress*, that tracks the progress of the American Family throughout the 20th century, play the following clip for the class. The clip can be found at the following website <http://www.youtube.com/watch?v=KKz6qdexetY>. As a class, discuss how technology affects the way in which children of today participate in the following areas:

- communication
- housing
- travel
- entertainment
- news
- popular culture

After this brainstorming session has been recorded have the children work in small groups to determine how you, the teacher, participated in these areas when you were 10 years old. After the student's information is presented, and corrected, compare their time period to yours and graphical represent the findings on a class timeline. Instruct the students that we will be examining American culture in the beginning of the 20th century and that throughout the unit they should be looking for events to include on the time line. Students can use the teacher directed lessons, independent research, readings, and the Internet to chart the events. Students should include events not specifically related to the war (ex. Wright Brothers, Broadway, Jazz Music, etc.) and should investigate the important events occurring around the world.

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:

~Home Life:

Students will investigate the home life of United States citizens during the War. Students can focus their research to one of the following areas:

- Women in the Workplace
- Victory Gardens

- Bonds
- Women's Baseball
- The Music of the War Era
- Entertainment (Vaudeville/Broadway)
- Technology

Presentation format is up to the discretion of the teacher, some suggested formats are power point presentations, expert books, scrapbooks, podcasts, webquests, etc.

~Holocaust Children:

Students will explore the biographies of Children of the Holocaust using the website <http://www.graceproducts.com/fmnc/main.htm> . Each student, or team of students, should select one biography for reading and investigations. Students should imagine they are a newspaper reporter and create an article based on the biography. If the child read about died during the Holocaust students can write an obituary telling about the child and their family. If your child survived the Holocaust write a news article telling their story. Include how they managed to survive and anyone who helped them. Be sure to point out choices made by characters in your story and how those choices affected the outcome of the story.

~The Role of Technology:

Many great inventions were introduced before and during the War period. Have students research one of the following areas of technology:

- Transportation (trains, planes, and automobiles)
- Communication (telephone, radio, telegraph)
- Industrialization (factories, cities)
- Weapons (guns, bombs, planes)

Who is responsible for these inventions? How did these advancements change the American culture? How have they been improved for today's culture? Have students use modern day technology to present their findings. Some suggestions can include, but are not limited to videos, webpages, podcasts, etc.

~War Propaganda:

How did the countries of the world convince their citizens to join the war effort? Students will research war posters on-line using the website <http://www.firstworldwar.com/posters/index.htm> and compare and contrast posters from at least three different countries. Who created these posters? Do you find them convincing? Students will also investigate the influence of journalism in popular opinion. Students should use the elements they have discovered to create their own recruiting posters.

~People of the Times:

Using resources from the textbook and the Internet, students should research famous people during the war 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.

~Food Rations:

This interactive website from BBC America allows students to attempt to prepare a meal in the 1940's. http://www.bbc.co.uk/history/ww2children/ration/choose_list.shtml Students get a "first hand" experience using a ration book and are sometimes denied the simplest foods that we take for granted. After exploring the website students can create a menu for the meal they had planned to

make and a menu for what they could purchase with their rations. This will help students in understanding some of the sacrifices made at home during war time.

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

~News Report:

Students can use the information they have researched in their short term PBL and create a class news report to cover a variety of topics. Students should organize their information on the News Report graphic organizer and write a script for their presentation. Teachers can select students to play the role of news anchors who must write introductions to each story. Students should make sure that their stories contains factual information and answers the who, what, when, where, why, and how of the story. Students should present their newscast to an audience and, if possible, a video recording of the newscast could be taped and presented to the community.

~Create a Board Game

You and your teammates will create a board game to teach other students about WWI. Chapter 17 in the social studies textbook gives the basic facts and events of the war. Use websites, if needed, to find more details on: the participants of the war and how they were allied, the causes of the war, where and when it was fought, what technology was used, what the role of women was during the war, and how the war ended. You might want to focus the game on one specific aspect, for instance, trench warfare, or the use of airplanes in the war. Use the Planning Sheet found in the resource packet to prepare the game. You can design and draw the game board and question cards by hand, or you can use the template found at: <http://jc-schools.net/tutorials/gameboard.htm> to create your game on the computer. A short quiz can be given to students after they have played the game to find out what they have learned.

~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