

UNIT PLAN	
CATHOLIC IDENTITY ELEMENTS:	Life and Dignity of the Human Person/Rights and Responsibilities How can we treat each other with dignity? How does Christ want us to act when we see indignities?
UNIT TITLE/THEME	African American History
GRADE and SUBJECT	4 th Grade- ELA/Math/History
LENGTH OF UNIT/TIMEFRAME	2 weeks
DESCRIPTION	The unit focuses on the impact of African Americans in history using informational text and time lines.
OVERVIEW	During this unit of study, the students will identify famous African Americans and their contributions to history. They will analyze several timelines and construct a timeline. Students will read biographies and choose one on which to take notes. Using organized notes, they will write a biographical article, interpreting how these contributions are making a difference to African Americans today.
THE BIG PICTURE	
ESSENTIAL QUESTION(s): What does inequality look like? How can we make a difference in the world? How can an author show what it takes to be a leader?	
STANDARDS: ELA 1) RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2) RL.4.2 Determine a theme of a story drama, or poem from details in the text; summarize the text. 3) RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 4) RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 5) RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.	KEY OBJECTIVES LINKED TO THE STANDARDS: 1) Students will be able to give details and examples in text; whether text is explicit or inferential. 2) Students will determine the theme of a story, drama or poem based on details from text. 3) Students will describe a character, setting, or event by drawing on specific details such as, but not limited to, character thoughts or actions. 4) Students will explain the major differences between poems, dramas, or prose by referring to structural elements. 5) Students will compare and contrast the narrator’s point of view.

<p>6) RL.4.7 Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>7) RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>8) RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>9) RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>10)RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>11)RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>12)RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>13)RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p> <p>14) W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>15) W. 4.1b Provide reasons that are supported by facts and details.</p> <p>16) W.4.1d Provide a concluding statement or section related to the opinion presented.</p> <p>17) W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>6) Students will make connections between a story or drama by identifying specific descriptions.</p> <p>7) Students will compare and contrast how themes, topics, and patterns of events are treated in stories, traditional literature and myths.</p> <p>8) Students will refer to details and examples in text when drawing inferences from the text.</p> <p>9) Students will determine the meaning of general academic vocabulary words relevant to subject area topics.</p> <p>10) Students will describe the structure of informational text such as chronology, comparison, or cause/ effect.</p> <p>11) Students will interpret information presented visually in charts, graphs, diagrams, time lines, and animation and explain how the information contributes to understanding the text.</p> <p>12) Students will explain how the author uses reason and text evidence to support information in text.</p> <p>13) Students will read and comprehend different informational texts based on history/ social studies.</p> <p>14) Students will introduce a topic and state an opinion related to the writer's purpose.</p> <p>15) Students will be able to provide reasons that support facts and details.</p> <p>16) Students will be able to provide a concluding statement related to their opinion presented.</p> <p>17) Students will use precise language and domain-specific vocabulary to inform the reader or explain a topic.</p>
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<p>18) W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>19) W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing for conventions which demonstrate command of Language standards.</p> <p>20) W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>21) W.9a Apply grade 4 Reading standards to literature (e.g., “describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text 9 e.g., a character’s thoughts, words, or actions).</p> <p>22) SL.4.1a 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.</p> <p>23) SL.4.1c Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.</p> <p>24) SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>25) SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>26) NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>	<p>18) Students will present clear, coherent and organized writing.</p> <p>19) Students will develop and strengthen writing by planning, revising, and editing conventions to show demonstration of the command of the Language standards.</p> <p>20) Students will recall relevant information from experiences. Students will take notes, categorize information, and provide a list of sources.</p> <p>21) Students will describe character, setting or event by drawing on specific details from character’s thoughts, words, and actions.</p> <p>22) Students will be prepared to discuss information about a topic in groups.</p> <p>23) Students will pose and respond to questions to clarify information and contribute to group discussion.</p> <p>24) Students will review key idea and explain their understanding based on class discussion.</p> <p>25) Students will identify the reasons and evidence to support a particular point of view.</p> <p>26) Students will fluently add and subtract a multi-digit whole number using the standard subtraction algorithm.</p>
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ASSESSMENTS

Summative

*Students will write a biographical article about one of the famous people they have studied in this unit. The articles will be self-edited and peer revised using a rubric. Once revisions are made, students will illustrate and “publish” their biographies in the class webpage. Students will “place” their biographical information in a timeline that extends from 1619-1913 and create a series of questions for their classmates to understand the impact their one person had on history.

*Extended responses to close activities (Enchanted Learning), while identifying information in text

Formative

- *Biography notes
- * Class discussions

- *Biography outline
- * Timeline answers

UNIT READINGS AND VOCABULARY

Fiction Text (s)	<i>Almost to Freedom</i> by Vaunda Micheaux Nelson
Non-Fiction Text (s)	<i>The Story of Ruby Bridges</i> by Robert Coles <i>I Have a Dream</i> by Dr. Martin Luther King, Jr. <i>My Brother Martin</i> by Christine King Farris African Americans booklet- <i>Enchanted Learning</i> African American Biographies- <i>Enchanted Learning</i> <i>Portraits of African-American Heroes</i> by Tonya Bolden <i>The National Civil Rights Museum Celebrates Everyday People</i> by Alice Faye Duncan <i>To You</i> by Langston Hughes <i>Dreams</i> by Langston Hughes <i>The Dream Keeper</i> by Langston Hughes
Essential Unit Vocabulary	Indignity, injustice, Civil Rights Movement, segregation, desegregation, boycott, unconstitutional, protest, pride, equality, inequality, humiliated, Emancipation Proclamation

INSTRUCTIONAL ACTIVITIES

Day 1:	<ol style="list-style-type: none"> 1. Present the main essential questions to students: What does inequality look like? What can we do to make a difference? How can an author show what it takes to be a leader? 2. Read <i>My Brother Martin</i> by Christine King Farris. Students will discuss the author’s purpose. They will discuss if it was stated or implied. Give details to support the purpose. 3. Identify the point of view the piece is written in and give details to support.
Day 2:	<ol style="list-style-type: none"> 4. Students will re-read <i>My Brother Martin</i> by Christine King Farris. 5. In small groups, students will use a graphic organizer to identify instances of injustice and indignity and the characters’ reactions to the injustices. 6. In small groups, students will use a graphic organizer to identify details to support how the characters’ reactions illustrated the quality of a leader. 7. Students will discuss in small groups injustices in the world today and what does Jesus teach us to do in the face of injustice. 8. In small groups students will identify specific tools Jesus gave us to help us become leaders and stand up to injustices.
Day 3:	<ol style="list-style-type: none"> 9. Students will read about Langston Hughes and three poems by Langston Hughes: <i>To You</i>, <i>Dreams</i>, <i>The Dream Keeper</i>. 10. Students will discuss and identify examples from the poem of repetition, rhyme, rhyme scheme, and rhythm. 11. Students will give details from the poem to show that Hughes thinks dreams are important. 12. Students will write a short poem using repetition about a dream that is important to them and share. 13. Students will discuss how <i>My Brother Martin</i> and the three poems by Langston Hughes (two texts) speak on the same topic.
Day 4:	<ol style="list-style-type: none"> 14. Students will read <i>The Story of Ruby Bridges</i> by Robert Coles. 15. Students will identify instances of cause and effect events. 16. Students will use a graphic organizer to list key events in Ruby Bridges’ school day in order. 17. Students will use a graphic organizer to list key events in their school day in order. 18. Students will compare and discuss as a class the differences in the school days. 19. Students will identify how they would react if they had to go to school with Ruby.

Day 5:

20. Students will use their graphic organizers from Day 4 to write a short essay comparing and contrasting Ruby Bridges' daily school experience to their daily school experience.
21. Students will self edit their piece and peer edit their piece.
22. Students will illustrate, publish and share.

Day 6:

23. Students will discuss what a biography is, why biographies are important, and what can we learn from biographies.
24. Students will read short biographies about famous African Americans using African American booklet by *Enchanted Learning*.
25. Students will take notes identifying qualities of a leader and give examples from the text to support each quality.
26. Students will discuss what qualities most of these African Americans had in common and how they made a difference in history.

Day 7:

27. Students will choose one biography and take organized notes of important events in the person's life.
28. Students will use these notes to create a biographical article about this famous person.
29. Students will write a concluding paragraph that gives their opinion on how this person impacted African American history. They will use facts to support their statements.

Day 8:

30. Students will self-edit the biography using a checklist and peer edit biography using a checklist.
31. Students will illustrate, publish and share their biography.

Day 9:

32. Students will read several short informational text pieces on Famous African Americans: Crispus Attucks, Dredd Scott, Fredrick Douglas, James Baldwin, Rosa Park, Mae Carol Jemison, and Martin Luther King.
33. Students will circle unknown words, look them up using a dictionary, and share definitions.
34. Students will answer inferential and comprehension questions while underlining and numbering where information can be found in the informational text.

Day 10:

35. Students will analyze a timeline between the years 1619-1913 regarding the start of slavery through the 15th Amendment.
36. Students will identify the years the Civil War began and ended and how these events impacted history.
37. Students will decide which mathematical operation to use to determine how many years were between events.
38. Students will use standard algorithm for subtracting 4 numbers using zeroes to determine the years between events.
39. Students will create a short timeline using their biography and write 4 questions for a classmate to answer.

REVIEW of INSTRUCTIONAL ACTIVITIES

Consider your *INSTRUCTIONAL ACTIVITIES* above. Use the boxes below to "audit" your unit. For example, if *INSTRUCTIONAL ACTIVITIES* items above # 1, 2, 4, 5, 6, 8, 9, 10 all include Catholic Identity, you will check the box next to Catholic Identity and write the numbers 1, 2, 4, 5, 6, 8, 9, 10 after Catholic Identity.

Catholic Identity: # 5, 7, 8

Reading: # 2, 4, 9, 14, 24, 32

Writing: # 5, 12, 16, 17, 20, 25, 27, 28, 29, 33

Speaking/ Listening: # 2, 7, 10, 13, 18, 23, 26

Vocabulary: # 2, 7, 10, 21, 30, 33

Math: # 37, 38

Instructional Resources

<http://www.enchantedlearning.com/>
New York Journeys Textbook. Fourth Grade. Houghton Mifflin Harcourt

Cross-Curricular Link(s)

Social Studies: Famous African American Biographies and historical timelines
Religion- Beatitudes and Ten Commandments