# Canterbury Public Schools

| Subject | Language Arts |
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| **Grade Level** | Grade 5 |
| **Unit Title** | Module 1 Unit 3 Human Rights |
| **Unit Goals** | This unit is designed to bring together students' knowledge about human rights and students' work with Esperanza Rising in preparation for the performance task |
| **Pacing (# of weeks)** | 2.5 weeks/ 12 lessons |
| **Standards** | Reading Literature: RL.5.4, <br> Reading Information: RI 5.4 <br> Reading Foundations: RF. 5.3,RF. 5.4,RF. 5.4a, RF5.4b,RF. 5.4c <br> Writing:  W. 5.2, W.5.3, W. 5.3a,W. 5.3b, W. 5.3d, W. 5.3e, W.5.4, W. 5.5, W. 5.6, W. 5.8, W. 5.10 <br> Speaking and Listening: SL.5.1, L. 5.1b, <br> Language: L. 5.1, L. 5.1b, L.5.4 |
| **Content/Conceptual Knowledge (know)** | Students draft an original monologue based on an event and from the perspective of a character from Esperanza Rising. <br>  They read aloud an excerpt from Esperanza Rising and revise their Directors' Note. |
| **Skills (be able to do)** | Students  revisit the themes of the UDHR and Esperanza Rising. <br> Students  plan, write, and ultimately perform monologues based on events from Esperanza Rising where human rights are threatened. <br> Working in groups,  students write a Directors' Note to describe their selected event from Esperanza Rising, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue. <br> Students perform their monologues. |
| **Essential Questions** | What are human rights, and how can they be threatened? <br> How can we use writing to raise awareness of human rights? |
| **Enduring Understandings** |    Human rights belong to everyone, but they can look different to different people in different places. <br>    We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories. <br>    We can raise awareness of human rights issues by writing about the issues fictional characters face. |
| **Vocabulary** | Raise awareness, contributing to a better world, apply my learning, effective collaboration, monologue,identify the characteristics, use my strengths, perfect verb tense, verbs, verb tense, simple verb tenses, progressive verb tenses, past |

| | participle, present perfect tense, past perfect tense, future perfect tense, beginning, middle, end, narrator, persevere, responded to the event, feedback, editing, provides a sense of closure, precise, concrete words and phrases, sensory details, perfect verb tenses, narrative voice,program, director, evidence, impact, collaborative, violated, threatened, human rights, challenges, impact, face, Publish, taking care of shared spaces, |
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| **Common Learning Experiences** | •I can generate norms for effective collaboration with my monologue group.<br> •I can determine the characteristics of a monologue by analyzing an example.<br>•I can form verbs in the perfect verb tenses.<br> •I can plan the beginning of a monologue that establishes the situation and introduces the characters.<br>•I can identify the characteristics of the middle of a monologue.<br> •I can plan the middle of a monologue that explains how the narrator responds to the event or situation.<br>•  I can plan the ending of a monologue that provides a satisfying conclusion.<br> • I can provide a peer with kind, helpful, and specific feedback on his or her Monologue Planning Graphic Organizer: Esperanza Rising.<br>• I can draft a monologue that establishes the situation and introduces the characters, explains how the narrator responds to the event or situation, and provides a sense of closure.<br>• I can form and use verbs in the perfect verb tenses.<br> • I can revise my monologue to precisely convey experiences and for the perfect verb tenses.<br>• I can provide a peer with kind, helpful, and specific feedback on his or her monologue draft.<br> • I can revise my monologue to use a narrative voice that is appropriate to the story I'm telling and engages the audience.<br>• I can determine the characteristics of a Directors' Note by analyzing an example.<br>• I can gather information about the human rights threatened in my monologue group's event from Esperanza Rising.<br> •I can analyze someone reading aloud effectively to generate criteria for reading fluency.<br> • I can fluently read my monologue aloud.<br>• I can draft an informational text explaining the human rights threatened in my monologue group's event from Esperanza Rising and how people are impacted by this issue today.<br> • I can revise my Directors' Note so it is appropriate for the task, purpose, and audience and for the perfect verb tenses.<br> • I can read an excerpt from Esperanza Rising aloud fluently.<br>•  I can publish my monologue group's program. |
| **Assessments** | •  Gist of Miguel's Monologue on sticky notes.<br> •  Participation in analyzing model monologues.<br>• Beginning box of Monologue Planning graphic organizer: Esperanza Rising.<br> •  Exit Ticket: Forming the Perfect Verb Tenses<br> •  Middle box of Monologue Planning graphic organizer: Esperanza Rising. |

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| | • Ending box of Monologue Planning Graphic Organizer: Esperanza Rising.<br> • Revision notes.<br>• Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from Esperanza Rising.<br> • Tracking Progress: Narrative Writing.<br>• Revised Monologue draft<br> • Gist of model Directors' Note on sticky notes.<br> • Directors' Note Research note catcher.<br>• Directors' Note draft.<br>• End of Unit 3 Assessment<br>• Monologue group's program (final copy). |
| **Student Resources** | Copy of <u>Esperanza Rising,</u> affix list, vocabulary logs, lined paper,Monologues, stick Notes, handouts (various),  character reaction notecatchers, language dive guides, Monologue Planning Graphic Organizer, Narrative Writing Checklist, red, yellow and Green objects, exit tickets (various),Directions for peer critique, Tracking progress Folder, Mid-unit 3 assessment, green colored pencils, yellow colored pencils, red, ye and green markers<br>Example programs, device, simplified version of UDHR, monologue drafts, end of ur assessment, Tracking progress folders |
| **Teacher Resources** | • Module Guiding Questions anchor chart<br> • Working to Contribute to a Better World anchor chart<br> • Close Readers Do These Things anchor chart<br> • Working to Become Ethical People anchor chart<br> • Working to Become Effective Learners anchor chart<br> • Discussion Norms anchor chart<br>• Red Light, Green Light protocol<br>• How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart<br> • Spanish/English Dictionary anchor chart<br>• Peer Critique protocol<br>• Fluent Readers Do These Things anchor chart<br>• Performance Task anchor chart<br>Copy of <u>Esperanza Rising,</u> Affix list,chart paper,Monologues to display, sticky notes, Handouts (various), monologue group norms, language dive guides, Monologue Planning Graphic Organizer to display, exit tickets (various), narrative writing checkl to display,sentence strip chunks for language dive, note catchers (various), direction For peer critique to display,Independent Reading Sample Plan, Mid Unit 2 assess-Ment, *A Life like Mine* read aloud to display, |