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<b>School</b>	<i>Westridge Middle School</i>
<b>District</b>	<i>Oakridge School District 76</i>
<b>Unit Title</b>	<i>American Revolution Biographies</i>
<b>Grade level with which unit is aligned to state standards.</b>	<i>5<sup>th</sup></i>
<b>Grade level(s) at which unit may be taught.</b>	<i>5<sup>th</sup></i>
<b>Duration</b>	<i>4 weeks</i>
<b>Unit Overview</b>	<i>Introduce the American Revolution using Kids Discover. Using information from Kids Discover, students will use the internet to research a person who was involved in the American Revolution. Students will make a Mini-Me, (This is a _ size person using their proportions). The Mini-Me will be outfitted the way their chosen person would have dressed. The Inspiration Software will be used to write a Biography using the Writing Process.</i>
<b>Subject(s)</b>	<i>Social Studies, Writing, Reading, Math, Speaking</i>
<b>Strand(s)</b>	<b>Read to Perform a Task</b> <b>Listen to and Read Informational and Narrative Text</b> <b>Writing</b> <b>Planning, Evaluation, and Revision</b> <b>Spelling</b> <b>Punctuation</b> <b>Capitalization</b> <b>Expository Writing: Research Reports Speaking</b> <b>US History</b> <b>Measurement</b>

<b>Common Curriculum Goal(s)</b>	<p><b>CCG:</b> Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</p> <p><b>CCG:</b> Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.</p> <p><b>CCG:</b> Pre-write, draft, revise, edit, and publish across the subject areas.</p> <p><b>CCG:</b> Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.</p> <p><b>CCG:</b> Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p> <p><b>CCG:</b> Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.</p> <p><b>CCG:</b> Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose (<i>1996 Ideas and Content</i>); organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (<i>1996 Organization</i>); use language appropriate to topic, context, audience, and purpose (<i>1996 Language</i>); and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.</p> <p><b>CCG:</b> Understand and interpret events, issues, and developments within and across eras of U.S. history.</p> <p><b>CCG:</b> <b>Apply appropriate techniques, tools, and formulas to determine measurements.</b></p>
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<p><b>Academic Standards Addressed</b></p>	<p><i>Reading</i>  <b>Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.</b></p> <p><i>Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.</i></p> <p><i>Writing</i>  <b>Write research reports about ideas, issues, or events by using the following guidelines:</b></p> <ul style="list-style-type: none"> <li>• <b>Frame questions that direct the investigation.</b></li> <li>• <b>Establish a main idea or topic.</b></li> <li>• <b>Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.</b></li> <li>• <b>Cite references appropriately.</b></li> </ul> <p><i>Speaking</i>  <b>Develop a focus and point of view that are appropriate to audience and purpose.</b></p> <p><b>Organize information to clarify and support spoken ideas with evidence and examples.</b></p> <p><b>Use descriptive words that clearly convey the message and establish the tone.</b></p> <p><b>Use appropriate technical words that support clear understanding.</b></p> <p><b>Use correct grammar consistently.</b></p> <p><b>Engage the audience with appropriate verbal cues—volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.</b></p> <p><b>US History</b>  <b>Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.</b></p>
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<b>Instructional Technology Common Curriculum Goals (CCG) Addressed</b>	<p>Common Curriculum Goals # 3: Use technology to increase productivity and promote creativity by constructing, preparing and presenting original works using a variety of media and formats</p> <p>Common Curriculum Goals # 4: Use telecommunications and distance learning tools to communicate, collaborate, and learn.</p> <p>Common Curriculum Goals #5: Utilize technology-based research tools to access, organize and process information.</p> <p><b>Locate and Organize Information</b> Students locate and organize information from electronic resources</p> <p><b>Learning</b> Students use technology to acquire knowledge</p> <p><b>Keyboarding</b> <b>Students use the keyboard to enhance productivity</b></p> <p><b>Evaluating Information</b> Students evaluate the accuracy, appropriateness and bias of electronic information</p>
<b>Career Related Learning Standards Addressed:</b>	<p>Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p>
<b>How will student use the technology as a tool to enhance their learning?</b>	<p><i>The students will use technology to gain essential knowledge on their subject by searching the internet. Students will use the Inspiration Program to write a Biography. The Biography and Mini-Me will be shared with the class through a speech, using the outline made on Inspiration.</i></p>
<b>Objective</b>	<p><i>Students will identify some of the key players in the American Revolution. Students will search the internet for information on a specific subject.</i></p> <p><i>Students will use the writing process and write a biography.</i></p>
<b>Prerequisites</b>	<p><i>What prior knowledge or skills are necessary before beginning the unit?</i></p> <p><i>Internet searching knowledge.</i></p> <p><i>Inspiration Software training.</i></p> <p><i>Background knowledge of the American Revolution.</i></p>
<b>Non-Technology Materials</b>	<p><i>Kids Discover Magazine and Teacher's Guide</i></p> <p><i>Mini-Me Lesson – Marilyn Burns</i></p> <p><i>Speaking Scoring Guide – WMS fifth grade</i></p>
<b>Does this unit involve the use of technology</b>	<p><i>Yes</i></p>
<b>Required Hardware</b>	<p><i>Westridge Middle School Portable Lab</i></p>

<b>Required Software</b>	<i>Inspiration Software Microsoft Word Internet Explorer</i>
<b>Links to relevant web sites and Other Technology</b>	
<b>Preparation</b>	<i>Find Kids Discover Magazines and TG Sign up for portable lab Prepare for Mini-Me Lesson</i>
<b>Instruction</b>	<p><i>Description of the pedagogy, strategies, possible modifications and key skills or concepts that need to be taught for the students to be successful. This section is the bulk of your project and should clearly describe the lessons and steps for successful implementation.</i></p> <p><b>A. Students will gain background knowledge on the American Revolution by using Kids Discover, American Revolution.</b></p> <p><i>Day 1: Introduce Revolution concept map. Introduce magazine, preview and add to concept map.</i></p> <p><i>Day 2: Get set to read activity, begin reading and discussion questions.</i></p> <p><i>Day 3: Continue reading and discussion.</i></p> <p><i>Day 4: All students will complete It's in the Reading and Timeline activities.</i></p> <p><i>Day 5: List key players from the reading, begin searching the internet for additional people.</i></p> <p><b>B. Students will begin using the portable lab for research.</b></p> <p><i>Day 6: Choose subject, begin research on that subject.</i></p> <p><i>Day 7: Continue researching and refining topic areas</i></p> <p><i>Day 8: Code research to fit chosen topic areas</i></p> <p><b>C. Students will begin using Inspiration Software.</b></p> <p><i>Day 9: Begin prewriting activities on Inspiration</i></p> <p><i>Day 10: Finish prewriting and transfer to Word Document</i></p> <p><i>Day 11: First draft of Biography</i></p> <p><i>Day 12: Continue first draft</i></p> <p><i>Day 13: Review and Revision</i></p> <p><i>Day 14: Begin Final Draft</i></p> <p><i>Day 15: Final Draft</i></p> <p><b>D. Mini-Me Activity</b></p> <p><i>Day 16: Mini-Me Intro</i></p> <p><i>Day 17: Work on Mini-Me</i></p> <p><i>Day 18: Practice Speech</i></p> <p><i>Day 19: Practice Speech</i></p> <p><i>Day 20: Speeches, Mini-Me and Biography Due</i></p>

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<b>Modifications for Special Needs Students:</b>	<i>None needed, instruction will be differentiated</i>
<b>Modifications for Gifted Students:</b>	<i>None need, instruction will be differentiated</i>
<b>Motivation</b>	<i>Students will be able to choose a person in the American revolution that interests them. Students will make a _ size person based on themselves and then dress them as their subject. Using the portable lab to research is highly motivating. Students will be able to use the portable lab and Inspiration Software to write a Biography.</i>
<b>Assessment</b>	<i>All students will be assessed on their finished Biography according to the writing traits identified in the State Standards. All students will give a speech that will be assessed according to the state standards. All students will complete the activities in the Kids discover magazine.</i>