



**Marietta City Schools
2023-2024 District Unit Planner**

5th Grade

Topic Title:

Unit #7: Times are Changing

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? As the United States continued through the 20th century, many things were changing around the world and at home. World War I was “The War to End All Wars” and caused much turmoil around the world. Soon after, The Great Depression caused a major economic crash that devastated many American families. Still, Americans found comfort and camaraderie through music, arts, books, and sports during this challenging and dynamic time.

GSE Standards

ELA

ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.

ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Science or Social Studies

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over the safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
- b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens

Essential Questions

Factual—

- What were the immediate causes of the United States entering World War I?
- What were major factors in American culture in the early 20th century?

Inferential—

- How did World War I and the Great Depression impact American life?

Critical Thinking-

- How was life different for people in the 1920s compared to today, 100 years later?

Tier II Words- High Frequency Multiple Meaning

neutral, conserve, trans-Atlantic, flight, population, transportation, resources, shipping, supplies, invest, crash, stocks, economy, sector, cultural

Tier III Words- Subject/ Content Related Words

World War, homefront, trench warfare, rationing, Harlem, 19th Amendment, suffrage, specialization, trade, jazz, assembly line, Model-T, Stock Market Crash of 1929, Dust Bowl, soup kitchen, stocks

	People: Herbert Hoover, Franklin Roosevelt, Duke Ellington, Margaret Mitchell, and Jesse Owens New Deal Programs: Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.	
<p>Transfer of Integrated Skills:</p> <ul style="list-style-type: none"> • <i>Time Machine</i> from NewsELA • <i>Culture Project Resources</i> • Summative Assessment <p>Content-Specific GSE/Skills:</p> <ul style="list-style-type: none"> • WWI and the Roaring 20s Blueprint and Key • WWI and the Roaring 20s Assessment • Terms Dictionary WWI and the Roaring 20s • The Great Depression and New Deal Blueprint and Key • The Great Depression and New Deal Assessment • Terms Dictionary Great Depression and New Deal <p>Writing Task and Rubric:</p> <ul style="list-style-type: none"> • DBQ: What was the greatest development of the 1920s? • <i>DBQ: What did Americans need to recover?</i> 	

Objective or Content	Learning Experiences	Differentiation Considerations
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Daily Lessons for Text Comprehension	<p><i>15-Day Plan</i></p> <ul style="list-style-type: none"> • Day 1 “In Flanders Fields” (810L) Analysis video • Day 2 “Frightful First World War: Causes” and “Time Machine (1915): German submarine sinks the Lusitania in WWI” (790L) with TWR - Subordinating Conjunctions (slide 1) • Day 3 “Everything You Need to Know About World War I” (830L) and “Treaty of Versailles” excerpts (slide 2) • Day 4 “The Peach Pit Parade” (710L) • Day 5 “Hungry Nights” (750L) • Day 6 “The Many Causes of the Great Depression” (970L) • Day 7 BrainPop: The New Deal and Primary Sources: A workingman’s take on the New Deal (870L) • Days 8-10: Culture Research Project • Days 11-14 DBQ: What Did Americans Need to Recover? • Day 15 Summative Assessment 	
Connected SS/Sci Experiences <i>(omit this row if KBU does not contain SS or Sci connections)</i>	Down Goes the Ship Explore the sinking of the Lusitania from multiple perspectives	Provide sentence or paragraph frames for written work. Divide the song analysis and read information as a group or with partners.
	Why Harlem? Students gain understanding of why Harlem became the center of African American or Black cultural expression through analysis of artwork.	Preview vocabulary, determine skills for map portion based on student needs, purposeful grouping (heterogeneous)
	Iconic Figures of the 1920’s Students will use classroom resources, their understanding of the content, or teacher selected on-line resources to create trading cards illustrating the contributions of iconic 1920s contributors	Print pictures for the front of their cards. Decrease the number of cards that a student must make. Provide various leveled resources.
	New Man, New Deal Understand the election of 1932 through analysis of a 1932 election map and FDR’s first inaugural address	Oral response, strategic grouping, provide synonyms or a glossary, divide the questions for

					map analysis into smaller sections.
	The Dust Bowl Explore the causes and effects of the Dust Bowl using primary and secondary sources				Allow for recording or answer orally. Strategic grouping , use the video along with the lyrics of the song.
	A New Deal Examine New Deal programs and their impact on society				Strategic grouping, provide poster outlines or sample images, provide questions for the video
Connected Writing Activities	<i>Embedded into daily slides:</i> <ul style="list-style-type: none">• <i>Day 2: Subordinating Conjunctions</i>• <i>Day 4: Subordinating Conjunctions</i>• <i>Day 5: Single Paragraph Outline</i>				
Additional Planning Resources					
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)	
Additional Instructional Resources					
Suggested High Quality Complex Texts					
Suggested Experiential Resources <p>Museum Box Unit. This unit has Museum Boxes for America’s involvement in WWI and the Harlem Renaissance/Roaring 20’s. Complete the Museum Box Request form to reserve the Museum Box.</p> <p>Station Rotations for the 1920’sIncludes introduction activities and additional learning experiences for the 1920s and Harlem Renaissance.</p>					

[Henry Ford's Assembly line](#) In this simulation activity, students work on assembly lines to create cards or holiday decorations.