

Unit 3: Call to Action: How Can We Make a Difference?

Common Core State Standards addressed: W.4.1a, W.4.1b, W.4.1d, W.4.4, W.4.7, W.4.8, SL.4.3.



Guiding Questions and Big Ideas

What can we learn from the process of ratifying the 19th Amendment?

- *When people take action against inequality, they can cause social change.*

How can stories inspire us to take action to contribute to a better world?

- *Stories can build our awareness, empathy, and understanding of injustice and other problems in the world.*

How and why can we encourage and support others to contribute to a better world?

- *We can encourage others to create a better world by raising awareness, offering ideas, and providing opportunities for them to help.*

What will your student be doing at school?

In Unit 3, students connect their learning about the process of ratifying the 19th Amendment to their own lives. Recognizing that Violet and the other characters in *The Hope Chest* took action against inequality to cause social change, students focus on how kids can make a difference. In the first half of the unit, students read informational texts and watch videos to research how kids around the United States have addressed issues in their communities and made a difference. As they research, they learn about issues people face around the country and see real-life examples of how kids contributed to a better world. For the mid-unit assessment, students read a new text and watch a new video to add to their research.

In the second half of the unit, students take action! As a class, they identify an issue in their community that they want to address and make a plan for how they will take action—through service, advocacy, or philanthropy. They also plan and write a public service announcement (PSA) to raise awareness about the issues. For the end of unit assessment, students write a new PSA about the importance of making a difference. The last several lessons of the unit focus on the module performance task: planning and writing a press release that shares with the local media what the class did to take action and the impact of their work.

Working to contribute to a better world is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take care of and improve our shared spaces and the environment.
- I apply my learning to help our school, the community, and the environment.

How can you support your student at home?

- Watch video PSAs online (a Google search will yield many examples; however, review before watching with students to ensure appropriate content) and discuss the target audience and why they are/aren't effective.
- Research and discuss community issues.

Unit 3: Homework

In this unit, homework focuses on research reading.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.

- In the back, students record new topical vocabulary: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are words that would be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students are introduced to the research question: How can kids take action to make a difference? They watch a video and think about the reasons given to support the point that kids can be heroes.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students work in groups to research a kid who made a difference in his or her community.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students share their research from the previous lesson. They watch a new video and think about the reasons the speaker gives to support the point that kids can make a difference.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Responding to Inequality: Ratifying the 19th Amendment

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
4	For the mid-unit assessment, students watch a new video and identify the reasons the speaker gives to support the point that kids can make a difference. They read a new text about a girl who made a difference in her community, taking and organizing notes to add to their research.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students work as a class to identify an issue in their community they want to address, and make a plan for how they will address it.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students work in project teams to flesh out details for their class project.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students listen to and watch example PSAs to understand characteristics of the format. They analyze a model PSA more closely, generating criteria for an effective PSA. They then plan the key points of a PSA that raises awareness about the community issue the class is working to address.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students write the introduction of their PSA.	1. Language Dive Practice: Model PSA Script 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
9	Students write the body and conclusion paragraphs of their PSA.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Students revise their PSAs and practice presenting them.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students record their PSAs. They plan a new PSA about the importance of taking action to make a difference.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	For the end of unit assessment, students write a new PSA about the importance of taking action to make a difference.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
13	Having completed the project students began planning in Lessons 5–6, students begin work on the performance task. They analyze models and generate criteria for effective press releases.	1. Writing Thank You Notes I 2. Research reading and answering prompt	1. Lesson 15 2. Teacher will check independent reading journals strategically.	

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
14	Students work in pairs to draft a press release that shares the results and impact of their class project on the community.	<ol style="list-style-type: none"> 1. Writing Thank You Notes II 2. Language Dive Practice: Model Press Release 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 15 2. Lesson 15 3. Teacher will check independent reading journals strategically. 	
15	Students use their drafts to work together and write a class press release sharing the results and impact of their class project on the community.	N/A	N/A	

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 11/03/2017

Book Title and Author: *The Hope Chest* by Karen Schwabach

Pages Read: pages 18–30

Prompt: What theme did you notice in the pages you read?

Response: One of the themes evident in this chapter is “inequality is injustice.” Mrs. Renwick is against women having equal rights—for example, she doesn’t agree that women can be anything they want to be and should instead marry and have children.

Independent Reading Prompts

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What is a theme? What evidence can you see of this theme?
- How would you summarize the event in which a theme is evident?
- What similes can you identify? How do they help you as a reader?
- What metaphors can you find? How do they help you as a reader?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in the lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p>Definition in your own words</p>	<p>Synonyms (words that mean the same)</p>
<p>Words with the same affix or root</p>	<p>Sketch</p>

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Homework: Language Dive Practice: Model PSA Script

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from the model PSA script. Write it in the correct sequence:

you can take action	in our community!	YOU can help make things better—	to help make a difference
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2. In the space below, rewrite the missing part of the sentence in your own words:

YOU can _____ — you can take action to help make a difference in our community!

Sketch the meaning of the sentence:

3. Rewrite the sentence below in a different order.

Writing Thank You Notes I and II

Name: _____ **Date:** _____

Directions: Choose a community partner or volunteer who supported your class's work in completing your project. On a separate sheet of paper, write a letter thanking them for their support, explaining how it helped, and the impact of the project.

Thank You Recipient #1: _____

Thank You Recipient #2: _____

Homework: Language Dive Practice: Model Press Release

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from the model press release. Write it in the correct sequence:

at their "Baked Goods for UNICEF" bake sale.	raised \$1,234 for UNICEF	The fourth-grade class at School 123
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2. Circle the prepositional phrases in the sentence above.
3. Use the sentence frame below to summarize your class project:

The fourth-grade class at _____ [name of school] _____ [past tense verb/verb phrase]

[at/through/during/by] _____ [activity or event].

Sketch the meaning of the sentence:

4. Rewrite the sentence in your own words.
