



## Unit Plan: Out of Many, One

**Grade Level:** 5<sup>th</sup>

**Unit at a Glance:** This fifth grade unit outline is designed to solicit critical thinking about the rule of law. There is one fully developed lesson which has students become “game designers” and communicate effectively through the rules they create.

### Content Standards

**5.7.5** Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

**5.7.3** Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

Core Standard: 2.7 Creative Expression: Students communicate values, opinions or personal insights through an original work of art.

Core Standard:

Historical and Social Sciences Analysis, Chronological and Spatial Thinking #3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Civics Standards, grade 5: Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).



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### Big Ideas

- E Pluribus Unum: out of many, one
- Through actions come change, and change in the political process involves participation

### Essential Questions or Issues:

How does the use of symbols help convey a message?

What does it take to work in a successful group?

Why is being united essential?

How can a strong individual still be part of a group?

Does the strength of the individual make the whole stronger?

### Concepts and skills students will be taught in this unit:

#### **I. Lesson One: The Importance of Symbols**

- A. Reading and background information about symbols—natural and man-made.
- B. Interview parent/guardian about symbols
- C. Create a crest using symbols to describe self.

#### **II. Lesson Two: George Washington—Man or Man?**

- D. Research and discuss George Washington
- E. Research and understand Presidential Cabinet
- F. Create own Presidential Cabinet

#### **III. Lesson Three: The Rule Paradox**

- A. Board Game playing (Scrabble, Bananagrams, Pentago, etc.)
- B. Discussion about rules: necessary, unnecessary?
- C. Create a game using four materials



Note:

Building community from Day One is critical to being a responsible member of society. Infusing community throughout the day using effective communication can facilitate a positive sense of self. This, in turn, can lend itself to making a difference in the community which is our goal as teachers.

Effective communication involves active speaking (volume, enunciation, clarity, thought) and active listening (being present, making a connection, allowing time). Using language in a positive manner lends itself to building community.

Learning to disagree is challenging for all, including adults! Discussing words and phrases that respectfully disagree is a powerful communication tool.

### Agreeing to Disagree: (poster)

Phrases such as:

I agree with you about \_\_\_\_\_ but....

Have you perhaps thought about .....?

I really like \_\_\_\_\_ but I'm not sure about \_\_\_\_\_

Do you mean \_\_\_\_\_ +?

While I agree with \_\_\_\_\_, I can't agree with it because \_\_\_\_\_

Add student phrases as well!

One way to encourage active listening is to listen to partner and report what partner shared. Be watchful that partner actually said that though? Watching body language and checking in is critical ("Is that what you said \_\_\_\_\_?")



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End of Unit Authentic Assessment (GRASPS and Rubrics)

Each group of four students will be responsible for creating a game which primary students can play.

	<b>GRASPS</b>
<b>GOAL</b>	Your goal is to design and create a game which is geared toward elementary students (kindergarten reading buddies).
<b>Role</b>	You are a game board developer hired to work as a team . Working as a team, your job is to create a game designed for young students that they can play.
<b>Audience</b>	You will present your game to your reading buddies (kindergarten)
<b>Situation</b>	You and your team will have four reading buddies in the classroom. Your team will have 20 minutes to explain and play the game you have designed.
<b>Performance</b>	Reading buddies should be actively engaged in the game with minimal help from you and your team.
<b>Standards for Success</b>	Your game will be played by your reading buddies who will “grade” you on the game—did they like playing it, would they play it again, who would they like to play the game with,  You will also be evaluated on your written description of the game as well as a performance evaluation by each member on the team.



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### Learning Experiences:

### Developed Unit Lessons

**Unit Title:** Out of Many, One

**Lesson Title:** The Rule Paradox