



University of South Carolina Aiken
471 University Parkway
Aiken, South Carolina 29801
803-641-3313
<http://rpsec.usca.edu/CE-MIST/>

Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: Dr. Seuss and the Cold War

Grade Level: 5

Duration: 3 weeks

Developed by: Brandee Green

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

Science	Social Studies	ELA	Mathematics
5-4.1 Recall that matter is made up of particles too small to be seen. 5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles). 5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture. 5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures. 5-4.5 Explain how the solute and the solvent in a solution determine the concentration. 5-4.6 Explain how temperature change, particle size, and stirring affect the rate of dissolving. 5-4.7 Illustrate the fact	5-5.1 Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War. 5-5.2 Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.	Writing W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and	5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. 5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

<p>that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated. 5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.</p> <p>5-3.6 Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth. 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).</p>		<p>research.</p> <p>Informational Text RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 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. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Literature RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the</p>	
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		text. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	
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Connections to one or more Exploratories:

Art Design Chess Pieces to Demonstrate the Opposing Forces during the Cold War	Music Students will listen to music, view videos of, and analyze lyrics from music from the Cold War Era.	Technology Students will use technology for research, to view videos, and to complete final project.	PE
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Summary of activities showing connections between content areas	<p>Students will complete several projects in which they are asked to connect pieces of literature, some by political minded Theodor Seuss Geisel, to the Cold War. In order to do this, inquiry stations will be used to research and gather information about the Cold War.</p> <p>In science, students will study the effects of war on our environment. Students will also make connections to the literature classroom by reading books by the same author that they will be studying in their ELA and SS classrooms. Students will study states of matter.</p> <p>In art, students will design chess pieces to demonstrate the opposing forces of the Cold War. They will be presented with the analogy of the Cold War being a large chess game that was played over the entire world.</p> <p>In music, students will analyze music from the Cold War Era.</p> <p>In math, students will compare the number of lives lost, and money spent throughout different events of the Cold War. Students will create graphs to demonstrate the similarities and differences in these numbers.</p> <p>Technology will be integrated and used throughout the unit in all areas.</p>
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<p>Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)</p>	<p>BOOK LIST for Group Discussion</p> <ul style="list-style-type: none"> • <u>Dr. Seuss Goes to War</u> • <u>Dr. Seuss and Company Go to War</u> • <u>The Butter Battle Book</u> • <u>Breaking Stalin's Nose</u> (novel) <p>INFORMATIONAL TEXT BOOK LIST for Inquiry Stations</p> <ul style="list-style-type: none"> • <u>The Cold War (20th Century Perspectives)</u> • <u>The Cold War: The 20th Century</u> (Primary Source Readers) • <u>World War II & the Cold War: 1940-1960- Graphic U.S. History</u> (American History) (Saddleback) • <u>The Cold War: A History Just for Kids</u> (KidCaps) • <u>Cold War Spies</u> (Edge Books) • <u>The Cold War</u> (History Topics) Simon Adams • Any textbook or library resources related to the topic <p>HISTORICAL FICTION BOOK LIST for Inquiry Stations, Read Aloud, and/or Small Group ELA integration lessons</p> <ul style="list-style-type: none"> • <u>The Wall</u> may be used in a metaphor lesson with <u>Snow</u> by Uri Shulevitz • <u>Yertle the Turtle</u>, <u>The Lorax</u>, and <u>Horton Hears a Who!</u> may be used to teach Point of View • <u>The Sneetches</u> may be used to teach tolerance • <u>Marvin K. Mooney Will You Please Go Now!</u> may be used in connection with any Richard Nixon informational text to teach metaphors, Point of View, and/or Social Studies content • <u>Mercedes and the Chocolate Pilot</u> may be used in connection with any informational text such as <u>Candy Bomber: The Story of the Berlin Airlift's "Chocolate Pilot"</u> to teach SS content along with the compassion and generosity necessary for survival during those grim years. Together, these books work well with many informational and literary common core standards. <p>VIDEOS TO SHARE WHOLE GROUP FOR DISCUSSION <i>GOOGLE DRIVE key (please do not share with students)</i> https://drive.google.com/folderview?id=0B16NbO0-Y29IRUU5RjBfVUY4dGc&usp=sharing</p> <ul style="list-style-type: none"> • Policy of Containment (4m4s) • The Untold Story of Dr. Seuss (10m)
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INQUIRY STATION WEB RESOURCES

- History ~ <http://www.history.com/topics/cold-war>
- Wikipedia ~ http://en.wikipedia.org/wiki/Nuclear_arms_race
- Interactive Shockwave Exploration Site ~ <http://www.newseum.org/berlinwall/>
- The Race for the Super Bomb PBS video and more ~ <http://www.pbs.org/wgbh/amex/bomb/>
- Cuban Missile Crisis explained ~ <http://ushistoryeducatorblog.blogspot.com/2013/05/cuban-missile-crisis-in-2-minutes.html>
- Slideshare explaining Arms Race and Space Race ~ <http://www.slideshare.net/MrsSmithGHS/unit-5-lesson-3-the-cold-war-expands>

VIDEOS TO VIEW IN INQUIRY STATIONS

GOOGLE DRIVE key (please do not share with students)

<https://drive.google.com/folderview?id=0B16NbO0-Y29IRUU5RjBfVUY4dGc&usp=sharing>

- Reagan Doctrine and Star Wars
- Senator Joseph McCarthy Is Condemned by the Senate
- Cuban Missile Crisis (2m)
- Sputnik (2m 40s)
- Learn about the Vietnam War (4m2s)
- Mass Media

CONTENT SPECIFIC WORD LIST FOR WORD WORK INQUIRY STATION

- Cold War
- Red Scare
- guerilla warfare
- pop culture
- communism
- McCarthyism
- consumerism
- stalemate
- containment policy
- suburbs
- Sputnik
- Iron Curtain
- hotline
- free enterprise economic system
- arms race
- mass media

	<p>SCIENCE RESOURCES</p> <ul style="list-style-type: none"> • <u>Bartholomew and the Oobleck</u> • Explanation and video for Oobleck ~ http://www.imaginationstationtoledo.org/content/2010/12/oobleck-%E2%80%93-a-non-newtonian-substance/ • New York Times Ecology Lessons from the Cold War (Printable copy can be found in Google Drive folder) http://www.nytimes.com/2013/05/30/opinion/ecology-lessons-from-the-cold-war.html <p>MUSIC RESOURCES</p> <p><i>GOOGLE DRIVE key (please do not share with students)</i> https://drive.google.com/folderview?id=0B16NbOO-Y29IRUU5RjBfVUY4dGc&usp=sharing</p> <ul style="list-style-type: none"> • 99 Red Balloons (song) • 99 Red Balloons Analysis Sheet • Music from Cold War Era resource sheet <p>ART RESOURCES</p> <p><i>GOOGLE DRIVE key (please do not share with students)</i> https://drive.google.com/folderview?id=0B16NbOO-Y29IRUU5RjBfVUY4dGc&usp=sharing</p> <ul style="list-style-type: none"> • creating a chess set PowerPoint
Essential Questions	<p>What were the major impacts and themes of the Cold War? What major conflicts were caused by the rise of communism?</p> <p>What social, cultural, and economic developments occurred in the United States during the Cold War Era?</p> <p>How do writers support their point of view in text?</p>
Pre-Writing and Writing Activities	<ul style="list-style-type: none"> • note taking • brain storming • listing • speech writing • opinion writing • explanatory writing

Instructional Strategies	<ul style="list-style-type: none"> • Inquiry stations • Collaborative groups • Modeling • Music and art integration • Jigsaw strategies • Games • Material presented in multiple ways
Accommodations, Modalities of Learning, Differentiating Instruction	<p>All IEP accommodations will be met by individual teachers.</p> <p>Materials will be presented in multiple formats to address learning modalities.</p> <p>Implementation of TILT may be differentiated by teacher to best fit each individual student's needs.</p>
Assessment	<p>The teacher may choose to grade any pieces of work done during the project as he or she sees fit. A content area Social Studies test based on SC standards may be administered at the teacher's discretion. The culminating project may also be graded.</p>

Attached:

1. Implementation Guide
2. Daily Lesson Plans in Learning Cycle, 5E, or 7E format