ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: elaunitmaps@gmail.com and your group members.

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| **Title of Unit** | Missions: Good or Bad? |
| **Grade Level** | 4 |
| **Time** | 6 Weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Final persuasive presentation with Mine Craft to peers. |
| **Targeted ELA/ Literacy CCSS** | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.** |
| **Targeted ELD Standards** | Part 1: Interacting in Meaningful Ways* A (Collaborative).3: Offering and supporting opinions and negotiating with others in communicative exchanges
* C (Productive).11: Supporting own opinions and evaluating others’ opinions in speaking and writing
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| **Big Ideas** | * Students will describe the impact of missions on the Native American Culture.
* Students will take a stand and support their claims with evidence.
* Report on their persuasive essay in an organized manner, using appropriate facts and relevant, descriptive details to support their opinion.
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| **Essential Questions** | * If I was a Native American in the 1700’s how would the establishment of missions impact my life?
* How can I evaluate, analyze and synthesize facts and opinions to develop and support my point of view?
* How would I persuade other members of my tribe to believe as I do?
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| **Content** | * Introduction of topic
* Statement of opinion of topic clearly
* Facts and details to support opinion
* Transition words to link and support reasons and details (e.g. for instance, in order to, in addition)
* Restatement of opinion in a concluding statement
* Production of a multi-paragraph essay as a way of providing an organizational structure to group related ideas
* Writing process (planning, revising, and editing) with guidance and support from peers and adults
* Research of different aspects of a topic
* Recollection and gathering of information
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| **Skills** | * Discuss the role of the Franciscans in changing the economy of California from a hunter- gatherer economy to an agricultural economy.
* Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
* Formulate and articulate an opinion
* Recognize and use linking and transition words or phrases
* Defend opinion using facts and details
* Restate opinion in conclusion statement
* Plan and organize structure of writing.
* Use content specific vocabulary.
* Design effective structure that defends and develops opinion.
* Select and combine details and facts to further defend the opinion
* Orally present persuasive essay .
* Speak clearly at an understandable pace.
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| **Vocabulary** **(Academic and Content)** |  |
| **Activities** | * Missionaries try to persuade tribes to come to the mission. Chiefs try to persuade the tribe to stay.
* Travel brochures
* presentations
* website
* fakebook page
* Use S.S. text book to learn about missionaries and native americans.
* Mine Craft
* Mission Scavenger Hunt
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| **Formative Assessments** | * Persuasive essay
* Persuasive speech
* 22nd mission
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| **21st Century Skills Targeted** **(E- Encouraged; T- Directly taught)** | \_\_\_x\_\_ Communication \_\_\_\_x\_ Collaboration \_\_\_\_\_x Creativity\_\_\_\_\_ xCritical Thinking\_\_\_\_\_x Research\_\_\_\_\_x Technology\_\_\_\_x\_ Multimedia |
| **Reflection on Learning** | \_\_\_x\_\_ Self-Assessment: What would I do different next time\_\_\_x\_\_ Peer Assessment: Was my peer persuasive in their argument |
| **Resources****(print and multimedia)** | S. S. Text bookPicture booksResearch booksMine Craftweb sitesComputer |