



Performance Task Plan

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| Title | Civil War Propaganda Using Nonfiction Conventions | | |
| Grade | 5 th | | |
| Time Line | 5-7 days | | |
| Designer(s) | Amelia Gillis | | |
| Project Sketch (a short summary of the unit including expected/possible products) | | | |
| Partners will select a Point of View during the Civil War era and create propaganda to persuade viewers of their perspective. They will use various Nonfiction Conventions such as maps, timelines, and photographs as their persuasive tools. They will research for the Conventions and then use a device or desktop to create the Propaganda. They will have a choice as to what application or web tool to use for their final creation. Choices will include Glogster, Popplet, Wiki, Wixie, Power Point, iMovie, Pic Collage, and more. | | | |
| Instructional Focus | | | |
| Compelling Question: | How can you use Nonfiction Conventions to persuade a particular Point of View during the Civil War era? | | |
| Standards | Focus | Complementary | NETS-s |
| | 5.RIT.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SS5H1 The student will explain the causes, major events, and consequences of the Civil War. | 5.RL.6 5.RIT.9 5.W.6 5.W.7 5.W.8 5.L.1 5.L.2 | NET-s 1 NET-s 2 NET-s 3 NET-s 6 |
| Assessment (Milestones) | | | |
| | Diagnostic | Formative | Summative |
| | Pretest to determine: *students' knowledge of how and why authors use Nonfiction Conventions to support points in a text. *how well students write opinion pieces on topics, and how well they support with reasons and information. | Observations and individual conferences with students throughout the task. | End creation will be graded as a summative. |



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| Instructional Plan | | | | |
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| | <i>Teacher Role</i> | <i>Student Role</i> | <i>Milestones</i> | <i>Resources/Materials</i> |
| Introduction | Review and compare/contrast the various Points of View during the Civil War era by charting students' thinking. | Students generate ideas for our chart as a whole group. | | Brainstorming software: Kidspiration, Inspiration, Inspire, etc. |
| Instruction & Activities | <p>*Minilesson on various Nonfiction Conventions and how/why authors use them to support the running text.</p> <p>*Explain the term propaganda and show real examples on Activeboard. Examples found in nonfiction texts from media center, as well as social studies textbook. Explain purpose.</p> <p>*Explain our project—standards, purpose, expectations, timeline, possible apps/web tools...</p> <p>*Partner students together</p> <p>*Assist as needed with selecting app/web tool. Push them to challenge themselves when selecting.</p> <p>*Assist with writing/planning as needed and conduct individual conferences.</p> | <p>*Students work with partners to scan our social studies and science textbooks, looking for various Conventions. For each one they find, they will chart how it helps the reader. Ex: A map might help the reader understand where something is happening. Students can chart in Interactive Notebooks or use a Notes app on their devices.</p> <p>*Students will write on a sticky note their choice of app/web tool and teacher will partner students by that interest.</p> <p>*Select which point of view they want to portray and select which app/web tool they want to use.</p> <p>*Research for Civil War Nonfiction Conventions to use. Students will include at minimum of 8 conventions.</p> <p>*Create propaganda to persuade their Point of view, using a variety of authentic Conventions found from their research.</p> | <p>Interactive Notebook or digital notes</p> <p>Final product-persuasive presentation (propaganda), explaining point of view on an issue from the Civil War</p> | <p>Interactive Notebook or <i>BYOT options</i>: note taking apps such as Evernote, NoteLedge, Skitch, etc. Social Studies and Science textbooks</p> <p>Examples of Propaganda</p> <p>Sticky Notes</p> <p><i>BYOT options</i>: iMovie Pinnacle Wixie/Pixie Wikispaces PicCollage Power Point Glogster</p> |



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| Closure & Reflection | <ul style="list-style-type: none">* Set up a “gallery” share time where each partnership sets up their device or desktop showing their creation. (Gallery style sharing is a time-saving method) | <p>*Students will view and analyze each creation and provide positive feedback for each creation on sticky notes. Feedback needs to be academically based.</p> | Feedback on each other’s work | Sticky notes for writing feedback |
| | <ul style="list-style-type: none">* Model how to provide feedback or suggestions to improve. | | | |
| | <ul style="list-style-type: none">* Work with another classroom in the building or from a different school. Share each propaganda with those students and have them vote and select which propaganda was the most persuasive and tell why. | | | |

Differentiation

(How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment?)

Partnerships will be developed on interest as well as learning/creative abilities.

Struggling groups will simply research for conventions and print them to create a poster.

Groups needing enrichment have the opportunity to extend their thinking and creativity. I will push them to do so during individual conferences. Same applies to those who are in need of extra support since this is such an open-ended and non-rigid task.

Teacher Reflection/Notes

(As you were implementing this project in the classroom, what worked well? What needed to be changed, adjusted? What would you do differently next time?)

It would be great to extend this task through summarizing or comparing/contrasting. Through scaffolding, students could summarize their propaganda creation in written format; or, they could compare/contrast the various Points of View during the Civil War era after viewing all of the propagandas. Ex: What supports/evidence does each perspective have? Why? How do they differ and how are they alike? They could chart their findings using an app or tool on their devices/desk tops.