**Integrated Reading and Writing and Social Studies Collection for Grade 5**

This Teacher Notes document provides instructional support for implementing Healthy Integration of the *KAS for Social Studies* and the *KAS for Reading and Writing.*

It is important to note that the assignment(s), indicated throughout these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in[Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

# Standards alignment:

[*Kentucky Academic Standards (KAS) for Reading and Writing*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf)

* RL.5.3: Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
* RL.5.1 Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
* C.5.1 Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.
* C.5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. (Multiple assignments in this collection require students to write for various reasons. You will notice some of the assignments may be completed in the short term and some will take much longer. Students engage in writing to learn and also writing to demonstrate learning. There are also opportunities within this collection for students to respond to texts and even compose an opinion essay.)

[*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf)

* 5.I.Q.1 Ask compelling questions about the founding of the United States.
* 5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.
* 5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
* 5.H.CH.1 Describe the impact of foundational documents on the development of the United States.
* 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.
* 5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.

# Overview:

As students read a chapter book, *Landry News*, they engage in a series of reading/writing and social studies experiences and assignments to identify what rights are given to Americans by the First Amendment in order to investigate the compelling question, “Why is the Bill of Rights needed and challenged?”

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| **Compelling Question** |

| **5.I.Q.1** Ask compelling questions about the founding of the United States.    **Compelling Question:** Why is the Bill of Rights needed and challenged? |
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Compelling questions are open-ended, enduring and center on significant unresolved issues. This assignment provides a compelling question to demonstrate alignment because Grade 5 students are not required to ask compelling questions without teacher support. It is not the expectation of the standard that students develop the compelling questions on their own. For more information on compelling questions, visit Section B: “What are Compelling Questions and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

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| **Supporting Question** |

| **5.I.Q.2** Generate supporting questions to answer compelling questions about the founding of the United States.  **Supporting Question:** What rights are given to Americans by the First Amendment of the Bill of Rights? |
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Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In grade 5, students are expected to generate supporting questions. Strategies such as [Parts, Perspectives, Me](https://pz.harvard.edu/sites/default/files/Parts%20Perspectives%20Me.pdf) [may be used to support students in this work.](https://pz.harvard.edu/sites/default/files/Think%20Puzzle%20Explore_1.pdf) For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?”

from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

The teacher can introduce the supporting question, “What rights are given to Americans by the First Amendment of the Bill of Rights?”,by explaining that the Bill of Rights contains many different rights that are protected for United States citizens. The rights contained in the Bill of Rights were intended to protect United States citizens from the government becoming too intrusive. Students should be familiar with the concept of citizenship as it is addressed throughout the *KAS for Social Studies*; however, it is important for students to know that when the United States achieved independence, only white, American born individuals were considered citizens. At the time, these rights applied to free, white individuals born in America. It did not begin to apply to diverse groups until the Fourteenth Amendment, which happens much later.

Throughout this period of learning, students will engage in a read aloud of the chapter book below and will experience tasks aligned to both the *KAS for Reading and Writing* and the *KAS for Social Studies* that will help them answer the supporting question.

# Read Aloud:

Clements, A. (2005). *The Landry News*. New York, NY: Aladdin Paperbacks.

This chapter book is about a 5th grade student who creates her own newspaper, which inspires her teacher who was once teacher of the year but had become burned out. When one editorial about a student’s feelings on divorce is deemed inappropriate by the principal, he bans the newspaper and threatens discipline on the teacher. This allows students to explore First Amendment issues within literature.

It is important to note that in this example of healthy integration, *The Landry News* is not considered an informational text nor a primary or secondary source. In the context of this integrated experience, *The Landry News* is considered an artistic work that helps create a compelling context for inspiring students to investigate the First Amendment.

*The Landry News* can be read during the ongoing read-aloud time. As it relates to healthy integration, it is a text that may be read before, during or after studying specific content like the Bill of Rights.

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| **Design Consideration** |

**Choosing to read a text before or during specific content learning** works well when the text is chosen to provide a compelling context, to build student interest on a topic and to build excitement for learning more about the topic. Because *The Landry News* provides a real-life, relatable context to investigate freedom of speech and freedom of the press, it is appropriate to read as an introduction to studying the Bill of Rights. An introduction to the study could mean the text is read in its entirety prior to beginning the specific content study or reading the text begins alongside the beginning of the specific content study. Once students hear the entire book, or some of the book, they will likely want to know more about the Bill of Rights and First Amendment freedoms, therefore, making it suitable for reading before having much, if any, schema for the social studies content within.

Additionally, this text may be strategically selected to read beforehand or very early in the social studies learning in order to engage students in thinking about the compelling question since the author does provide sufficient background information on the Bill of Rights and issues pertaining to freedom of speech.

**Choosing to read a text after specific content has been learned** is effective when the book is intended to further students’ understanding of the specific content. In this case, if the instructional purpose is to build on students’ knowledge of freedom of speech, then students exposure to the Bill of Rights and the First Amendment should happen before reading the text.

Chapter books make great read aloud texts but can require a slightly different approach than picture books, especially when the text is part of a larger purpose such as healthy integration. Consideration should be given to the following:

1. Text length and allotted read aloud time - how many sessions will it take to complete the reading?
2. Whether or not you will read the text in its entirety or choose to focus on particular chapters only. Unlike most picture books, portions of chapter books can be read in isolation given the nature of their organization into chapters.
3. Setting an additional purpose for the first read. The purpose of the first read is usually to enjoy and understand what happens in the text. While this purpose is still applicable for the first read of chapter books, due to their length, they often require setting an additional purpose for reading prior to beginning the book and/or prior to the start of each chapter. By setting a specific purpose for reading before the first read, readers are set up to notice specific aspects of the text and, therefore, come away from the first read with better understanding of what they read and more equipped to begin analyzing the text.

**Investigation One:**

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| **RL.5.1** Quote accurately from a text.  **RL.5.3** Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text. |

**What are the characters’ feelings on free speech?**

Because *Laundry News* includes multiple characters with varying feelings on First Amendment freedoms, there is a natural opportunity to align instruction to RL.5.3, by having students compare and contrast characters’ feelings on free speech. It is important to recognize the instructional process necessary to reach mastery of the intended standard, RL.5.3. That process begins with RL.5.1.

Throughout this period of learning, students will listen to *The Landry News* read aloud. While listening they will pay attention to and record on a provided guide sheet what the text says explicitly and what can be inferred from the explicit details to reveal the character’s feelings concerning the freedom of speech.(RL.5.1) Next, students will be asked to compare and contrast the characters’ thoughts, motivations and actions/beliefs concerning the freedom of speech and how the interactions with other characters impact the character’s views of free speech over the course of the text. (RL.5.3)

If possible, provide each student with their own copy of the text to follow along. Prepare students for reading by sharing a synopsis of the text and pointing out connections to the Bill of Rights, the First Amendment and the concept of free speech. Share that the students in the text begin publishing a school newspaper and encounter controversy about what they are allowed to publish. Explain there will be lots of tension between Mr. Larson and Dr. Barnes and they will need to pay attention to how the characters are feeling about not being allowed to publish their newspaper as well as how the characters are treating each other as it relates to the problem. Add that they will need to also be thinking about the compelling question: “Why is the Bill of Rights needed and challenged?”

Set a purpose for reading by asking students to listen for characters’ words, actions, and thoughts (explicit details) that tell us or help us infer (using the explicit details) their thoughts, motivations and future actions or beliefs concerning the freedom of speech. Display a copy of the [*The Landry News* Reading Guidesheet](https://docs.google.com/document/d/1GktcGFIOxFfq33Us4jVNDanuYhlSjXrmDkp7wjTeHuU/copy) students will use to keep track of the characters’ words, actions and/or thoughts regarding freedom of speech. Explain the purpose of each column. Point out there is space in the table to record up to three pieces of evidence from the text per character; however, all boxes may not be needed yet more boxes could be needed. Communicate a plan for where students should record additional details, if necessary. Address any questions students may have and then be certain to check in with students individually and as a group each day as they are listening and recording evidence.

A preview of the guide sheet is below:

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| This is an example of a guidesheet that may be used with students. |

After students have completed their graphic organizers, have them complete the task below:

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| **What are the characters’ thoughts, motivations and actions/beliefs about the freedom of speech?**  Reflect on the details you recorded in the guidesheet. The details you recorded are evidence for how each character feels about the concept of free speech. Think about how the characters interact, or treat each other, regarding freedom of speech during different parts of the text. Use your knowledge of the characters and their interactions to compose a response to the extended response below. |

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| **Extended Response:** Compare and contrast the thoughts, motivations and actions/beliefs concerning freedom of speech of at least two characters from *The Landry News*. Explain how the character’s feelings are affected by their interactions with other characters over the course of the text. Be sure to use evidence from the text to support your response. |

**Investigation Two**

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| **C.5.1** Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. |

# What is appropriate to print in the school newspaper?

Review with students how sometimes it can be controversial whether certain content is appropriate to print in a school newspaper. In *Landry News*, Cara believes in printing the truth in her newspaper as long as some mercy is given for tough truths. Mr. Larson believes the ultimate decision of what is printed lies with the students who are in charge. Dr. Barnes believes this decision should lie with the principal. The book also discusses the Supreme Court decision, *Hazelwood School District v. Kuhlmeier*, which decided that the school board should set the policies for what can be published.

Then, ask students to complete the task below:

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| Consider the opinions presented in *Landry News* on restrictions of freedom of speech and the press in school newspaper publications. Compose an opinion piece addressing if the decision to print or not print in a school newspaper is the right of the students, the teachers or the principal. In your response, support your perspective with reasons and information. |

**Investigation Three**

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| **5.C.RR.2** Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources. |

# What are the personal rights conferred by citizenship?

This assignment provides students with the opportunity to examine why the Constitution is a living document. Students investigate the rights granted by the Bill of Rights and identify examples of citizens exercising these rights from the past or from the present day. While the Bill of Rights were ratified in 1791, they are still relevant to students’ lives and are still in effect today. In order to be civically engaged, socially responsible and culturally aware, students must understand America’s past and what decisions of the past account for present circumstances, using historical thinking skills to confront today’s problems.

Explain that students will focus on only the first of ten Amendments contained in the Bill of Rights. First, students can examine the actual language of the First Amendment as a primary source document. The resource below contains the actual language and a translation for young students side by side and can be utilized to provide student-friendly language of the Bill of Rights:

Travis, C. (2016). *Constitution translated for kids*. Washington, D.C.: We The Books, CT Bookshelf, LLC.

You can also modify the language with your own translation. As students engage with the First Amendment, have students mark-up the text by underlining, highlighting, annotating, etc. to identify the five expressed freedoms. Since the actual text of the First Amendment lists all of the rights in one sentence, it is imperative that students are able to identify what the rights expressed are prior to analyzing them. Have them record these rights in column one on the chart below:

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| First Amendment Freedoms | What does it mean in your own words? Draw conclusions on what right is conferred to citizens. | Find a real-world example of citizens exercising this right from the conclusions drawn or a source provided. |
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Once students have identified the personal rights granted by the Bill of Rights in column one, have them examine additional sources to provide information about what these five rights look like in practice. Citations and a short summary are provided for the sources below that may be utilized:

* Jefferson, Thomas. (1786). *Thomas Jefferson to James Currie* [Letter.] Retrieved from <http://tjrs.monticello.org/letter/2141>

*In this letter, Thomas Jefferson describes the freedom of the press as a necessary evil. While it can harm one’s reputation, “our liberty depends on the freedom of the press.”*

* Stylez, Joey. (2018). *1st Amendment* [sound recording.] Retrieved from <https://project.wnyc.org/themostperfectalbum/>

*This song was written to express the limitations and the implications of these limitations on the freedom of speech in the past and today.*

* Glazerr, Cherry. (2018). *1st Amendment* [song recording.] Retrieved from <https://project.wnyc.org/themostperfectalbum/>

*This song was written to express the importance of freedom of the press and how the ability to record your thoughts and share with others allows people to gain information and develop empathy for others.*

* History.com Editors. (2017). *Freedom of Religion* [video.] Retrieved from <https://www.history.com/topics/united-states-constitution/freedom-of-religion>

*This short video clip highlights the push for freedom of religion during colonial times, the inclusion of freedom of religion in the Bill of Rights and the legislation since then that has shaped the definition of freedom of religion.*

* Human Rights House Foundation. (2019). *Freedom of Assembly.* Retrieved from <https://humanrightshouse.org/we-stand-for/freedom-of-assembly/>

*This website gives a brief overview of freedom of assembly, why this organization believes it is an important right and restrictions on assembly.*

Students can work cooperatively to explore sources related to each of the First Amendment freedoms. As they engage with the sources, they can complete the graphic organizer to include an explanation of each freedom in their own words in column two. Next, students can provide a real-world example, either from information in the sources or their own experiences. As students work, ensure that they are providing an accurate description and example of each right. If some groups have at least one example for each right recorded, challenge them to brainstorm additional examples.

When groups are finished with their graphic organizers, review as a class and ask students to share their examples through a [chalkboard splash](https://truthforteachers.com/truth-for-teachers-podcast/total-participation-techniques/). This will allow students to hear many different examples of activities, events or exercises that relate to exercising each right. Place five different chart papers or whiteboards around the room, each titled with one of the five First Amendment freedoms. Ask students to travel around the room and “splash” the paper with additional examples. At the end, facilitate class discussion around the examples provided. Students may realize that some of these activities may be exercising more than one right at the same time. For example, when people are gathering for a protest to exercise their right to assemble, the signs they are holding and the chants they are repeating may also be examples of freedom of speech. Encourage this discussion in order to help students fully understand these rights and apply examples.

**Investigation Four**

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| **5.H.CH.1** Describe the impact of foundational documents on the development of the United States. |

# What is the impact of foundational documents on the development of the United States?

*Educators may have to engage with a standard multiple times throughout a year in order to meet the full intent of the standard, meaning that an educator may revisit the standard in multiple lessons or unit plans throughout the year as an example. The founding documents include, but are not limited to, the Declaration of Independence, U.S. Constitution and Bill of Rights.*

Explain to students that they will now investigate the impact of the First Amendment rights found in the Constitution on the development of the United States. Place into five groups to each focus on a different First Amendment right, and ask students to work together to answer the following discussion questions:

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| * Why do you think the Founders included this right in the Bill of Rights? * Why did early Americans feel this right was necessary? * Did colonists have this freedom under British rule? Why or why not? * Did this right always apply to all people? Explain. |

Facilitate discussion around these questions to allow students to analyze each right, its origin and its implications. Then, pose these questions to the class:

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| * What immediate impact did the Bill of Rights and the First Amendment have on our country? * How do these rights continue to impact Americans today? * Are there times when these rights are limited? Provide examples. |

You may discuss these questions as a class verbally or virtually on a discussion board, reminding students of the appropriate etiquette for commenting. In facilitating this discussion, it is important for students to understand America’s past and what decisions of the past account for present circumstances. Therefore, having students discuss the modern implication of historical events and founding documents will enable students to be informed when taking an active position on contemporary issues.

**Task Aligned to the Supporting Question**

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| **5.I.Q.2** Generate supporting questions to answer compelling questions about the founding of the United States. **5.I.UE.1** Use evidence to develop claims in response to compelling and supporting questions. |

Students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question.

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| Develop a claim to respond to the supporting question: “What rights are given to Americans by the First Amendment of the Bill of Rights?”  In your response, be sure to:   * Use your knowledge of examples of citizenship and the personal rights conferred by citizenship. * Use your knowledge of the impact of foundational documents on the development of the United States * Use evidence to a develop and support claim. |

# Assignment Aligned to the Compelling Question:

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| **5.I.Q.1** Ask compelling questions about the founding of the United States.5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today. |

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| **R.I.5.9** Integrate information from several texts on the same theme or topic.  **C.5.1** Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. |

*Note: C.5.1 aligns because opinion includes the elements of argument and also supports the guiding principle for Composition Standard 1.*

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| **Part One:**  Construct a response to the following question: “Why is the Bill of Rights needed and challenged?” Be sure to integrate evidence that draws information from multiple sources.  **Part Two:**  Using your knowledge of why the Bill of Rights is needed and challenged, construct an argument on how a founding principle expressed in the Bill of Rights is applicable today. In your response, use claims and evidence from multiple sources. |

The focus of Grade 5 social studies constitutes a series of explorations about the people, places and ideas that make up the story of the United States. Students examine the founding of the United States to understand why the founding documents were developed and how they guided decisions in the past. The culminating assignment is students’ synthesis, or integration of knowledge and ideas, of the identified *KAS for Reading and Writing and* the *KAS for Social Studies* after students have investigated a series of supporting questions that help answer the compelling question. Students could present their arguments in a variety of ways, including an essay, PowerPoint presentation, poster, video, or other multimedia format. They can present their findings to their classmates to extend their learning and expose students to many different modern-day examples of Constitutional rights being expressed or challenged.