



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 3

Overview



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In this third unit, students will continue to apply what they have learned about human rights by creating scripts for a Readers Theater performance. This unit emphasizes the Reading Literature and Writing Narratives strands of the NYSP12 ELA CCLS. Students analyze and select passages of *Esperanza Rising* connected to the Universal Declaration of Human Rights for the purpose of developing and performing their own Readers Theater scripts. In the first half of the unit, students will learn about Readers Theater by reading informational texts and also examining a variety of Readers Theater scripts. They will reread sections of the novel and study and perform a Readers Theater script written by the novel's author. For the mid-unit assessment, students will evaluate the strengths and limitations of novels and theater scripts in terms of how well each genre engages its audience. In the second half of this unit, students collaborate to write their *own* Readers Theater script. They will work

in small groups to select passages (from multiple chapters) of *Esperanza Rising* that reflect characters' experiences with human rights challenges. After learning writing techniques such as dialogue, each student will write a section of a script based on the passage the group selected. This script section will serve as the on-demand end of unit assessment; students also will write a justification to explain how the passage their group selected relates to a specific article from the Universal Declaration of Human Rights. Then students will work in their small group to combine their script sections, with a focus on clear transitions. Students will then revise and practice their scripts for a final performance task, in which they perform their Readers Theater scripts for peers. (As an optional extension, students also could perform for their school and community.)

Guiding Questions And Big Ideas

- **What are human rights?**
- **What is the purpose of a Readers Theater?**
- *We learn lessons about human rights from the experiences of real people and fictional characters.*

Mid-Unit 3 Assessment

Evaluating a Novel versus a Script

This assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9. Students will reread a passage from *Esperanza Rising* and a scene from a Readers Theater written by Pam Muñoz Ryan. They will compare and contrast the texts using a Venn diagram and then answer text-dependent questions using evidence from both texts in their answers.

End of Unit 3 Assessment

Individual Scene of a Readers Theater Script

This on-demand assessment centers on standards NYSP12 ELA CCLS W.5.3, W.5.4, and W.5.9. Students will write their best draft of their narrative (in the form of a scene of a Readers Theater script). The focus is on showing the connection between one article of the Universal Declaration of Human Rights and selected passages from *Esperanza Rising*, in order to demonstrate characters' experiences with human rights challenges and how they overcame those challenges.



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
- Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
- Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and way of life with them when they move from place to place.
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.



Central Texts

1. Pam Muñoz Ryan, *Esperanza Rising* (New York: Scholastic, 2002), ISBN: 978-0439120425.
2. United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948.
3. “Readers Theater Script: American Heroes” from Google search “readers theater scripts human rights” link titled: (doc) “Readers Theater Script: American Heroes” (last accessed July 27, 2012).
4. Aaron Shepard, *Readers on Stage* (Shepard Publications, 2004), ISBN: 978-0-938497-21-9.

Secondary Texts

1. Aaron Shepard’s RT Page, Scripts and Tips for Readers Theater, from <http://www.aaronsherp.com/rt/> (last accessed July 22, 2012).
2. Kathleen M. Hollenbeck, *Fluency Practice Read-Aloud Plays: Grades 5-6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension* (New York: Scholastic, 2006), ISBN-13: 970-0-439-55421-3.
3. Michael Ryall, *Readers Theater Grade 5* (Evan-Moor Corp., 2003), ISBN-10: 1557998949.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Narratives as Theater, Part I: What Is Readers Theater?	<ul style="list-style-type: none"> I can use a variety of sources to develop an understanding of a topic. (RI.5.9) I can write or speak about a topic using information from a variety of sources. (RI.5.9) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) I can recognize the differences between different types of narratives (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11) 	<ul style="list-style-type: none"> I can define Readers Theater. I can identify the purpose of Readers Theater. I can participate in a Readers Theater. I can identify how a Readers Theater script is different from a novel. 	<ul style="list-style-type: none"> Anchor Chart: Define Readers Theater and Its Purpose Participation in a Readers Theater
Lesson 2	Narratives as Theater: <i>Esperanza Rising</i> , from Novel to Script	<ul style="list-style-type: none"> I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) I can effectively engage in a discussion with my peers. (SL.5.1) I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5) I can recognize the differences between different types of narrative (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11) 	<ul style="list-style-type: none"> I can participate in a Readers Theater based on <i>Esperanza Rising</i>. I can participate in a discussion with my peers. I can compare and contrast a novel and a script. I can share my opinion about different types of narratives. 	<ul style="list-style-type: none"> Participation in a Readers Theater Discussion groups
Lesson 3	Readers Theater and the UDHR	<ul style="list-style-type: none"> I can recall relevant experiences or summaries. (W.5.8) I can effectively engage in a discussion with my peers. (SL.5.1) I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5) I can write an opinion piece. (W.5.1) 	<ul style="list-style-type: none"> I can recall and summarize key articles of the UDHR and passages from <i>Esperanza Rising</i> and “American Heroes” from the previous learning. I can participate in a discussion with my peers. I can share my opinion about the effectiveness of the narrator dialogue. 	<ul style="list-style-type: none"> Discussion groups Making connections between UDHR and scripts Narrator critique



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 4	Mid-Unit Assessment: Evaluating a Novel versus a Script	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from text. (RL.5.1) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can explain how a series of chapters, scenes or stanzas fit together to create a larger literary text. (RL.5.5) I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) 	<ul style="list-style-type: none"> I can identify and describe the similarities and differences between a novel and a script. I can describe the connections between the UDHR and a script or a novel. I can describe the author's motivations for creating a script. I can describe the role of a narrator in a script. I can share my opinions about a novel and a script. I can assess my understanding of the similarities and differences of a novel versus a script. 	<ul style="list-style-type: none"> Mid-Unit Assessment: Evaluating a Novel versus a Script (RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9) Self-Assessment
Lesson 5	Identifying Theme: Connecting Passages from <i>Esperanza Rising</i> to Human Rights	<ul style="list-style-type: none"> I can determine a theme based on details in the text. (RL.5.2) I can summarize a literary text. (RL.5.2) I can recall relevant experiences or summaries. (W.5.8) I can document what I learn about a topic by sorting evidence into categories. (W.5.8) 	<ul style="list-style-type: none"> I can recall and summarize key articles of the UDHR from previous learning. I can recall and summarize key passages from <i>Esperanza Rising</i> from previous learning. I can identify passages of <i>Esperanza Rising</i> that relate to specific articles of the UDHR. I can justify my reasons for selecting specific passages from <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Categorization Justification of UDHR connection to novel



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Launching Readers Theater Groups: Identifying Passages from <i>Esperanza Rising</i> for Readers Theater that Connect to the UDHR	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from text. (RL.5.1) I can effectively engage in a discussion with my peers. (SL.5.1) I can ask questions so I'm clear about what is being discussed. (SL.5.1a) I can explain what I understand about the topic being discussed. (SL.5.1b) I can determine a theme based on details in the text. (RL.5.2) I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5) 	<ul style="list-style-type: none"> I can choose a human rights article to focus on for my Readers Theater. I can determine and list additional passages I may need in order to develop a script on a single theme. I can engage in a discussion with my peers. I can evaluate how well the passages I selected reflect the themes of the UDHR. 	<ul style="list-style-type: none"> Justify list of additional passages (not identified in Lesson 5) from <i>Esperanza Rising</i> related to UDHR articles. Evaluate passage selections based on provided criteria Group discussion
Lesson 7	Drafting Individual Readers Theater Scripts for a Specific Scene: Narrowing Text for Our Readers Theater Scripts	<ul style="list-style-type: none"> I can determine a theme based on details in the text. (RL.5.2) I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5) I can effectively engage in a discussion with my peers. (SL.5.1) I can ask questions so I'm clear about what is being discussed. (SL.5.1a) I can explain what I understand about the topic being discussed. (SL.5.1b) 	<ul style="list-style-type: none"> I can narrow my text selection, related to a theme. I can write an introduction to my script. I can justify my selection of text. 	<ul style="list-style-type: none"> Narrowed text selections Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Drafting Individual Readers Theater Scripts for a Specific Scene: Rephrasing, Narrator Introduction, and Identifying Characters	<ul style="list-style-type: none"> I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5) I can use the 6+1 traits to write narrative texts. (W.5.3) I can introduce the narrator/characters of my narrative. (W.5.3a) I can organize events in an order that makes sense in my narrative. (W.5.3b) I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.5.3c) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) 	<ul style="list-style-type: none"> I can write a draft of my script. I can use peer feedback to make decisions about how to improve my script. 	<ul style="list-style-type: none"> Students' Readers Theater script drafts Peer feedback Exit ticket
Lesson 9	End of Unit Assessment: Individual Sections of Readers Theater Script	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences or events. (W.5.3) I can introduce the narrator/characters of my narrative. (W.5.3a) I can organize events in an order that makes sense in my narrative. (W.5.3b) I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.5.3c) I can use transitional words, phrases, and clauses to show passage of time in a narrative text. (W.5.3d) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) 	<ul style="list-style-type: none"> I can write a title for my script. I can act out the title of my script so my peers can guess the title. I can use narrative techniques to write a complete section of my group's Readers Theater script. 	<ul style="list-style-type: none"> End of Unit Assessment: On-demand Readers Theater scripts (W.5.3, W.5.4, and W.5.9) Self-assessment



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Our Group Readers Theater: Managing the Sequence of Events in our Group Script	<ul style="list-style-type: none"> I can write narrative texts. (W.5.3) I can introduce the narrator/characters of my narrative. (W.5.3a) I can organize events in an order that makes sense in my narrative. (W.5.3b) I can use transitional words, phrases, and clauses to show passage of time in a narrative text. (W.5.3d) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) 	<ul style="list-style-type: none"> I can make notes about how to revise my script, based on feedback. I can work with a group to create a group script, with a logical sequence. I can add appropriate transitional words and phrases to a script. 	<ul style="list-style-type: none"> Note-catcher: Group Script Sequence Readers Theater script draft with revisions and transitions
Lesson 11	Our Group Readers Theater: Revising Scripts, Conclusion, and First Rehearsal	<ul style="list-style-type: none"> I can use the 6+1 traits to write narrative texts. (W.5.3) I can introduce the narrator/characters of my narrative. (W.5.3a) I can organize events in an order that makes sense in my narrative. (W.5.3b) I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.5.3c) I can use transitional words, phrases, and clauses to show passage of time in a narrative text. (W.5.3d) I can use sensory details to describe experiences and events precisely. (W.5.3e) I can write a conclusion to my narrative. (W.5.3f) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) 	<ul style="list-style-type: none"> I can collaborate with my group to revise our script. I can work with my group to write a conclusion to our script that relates directly to our UDHR article. I can choose visuals that contribute to my audience's understanding of the characters, setting, problem, and/or mood of the play. I can practice performing a script. 	<ul style="list-style-type: none"> Readers Theater script revisions Conclusion for group script Selecting props for performance Performance practice feedback
Lesson 12	Performance Task: Readers Theater Second Rehearsal and Performance	<ul style="list-style-type: none"> I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) I can recognize the differences between different types of narrative (poetry, drama, or other texts) and their connections to larger concepts such as culture and personal experiences. (W.5.11) 	<ul style="list-style-type: none"> I can revise the conclusion of a script for a performance. I can practice to refine my performance, based on feedback. I can speak clearly and with expression for a performance. I can perform my Readers Theater script for an audience. 	<ul style="list-style-type: none"> Performance Task: Readers Theater Second Rehearsal and Performance Self-assessment



Optional: Experts, Fieldwork, And Service

- **Experts:** Invite playwrights, actors/actresses, stage/theater personnel to come talk with the class about their work, or to critique students' script or rehearsal.
- **Fieldwork:** Attend a theater performance, focusing on how the actors deliver their lines.
- **Service:** Perform the Readers Theater scripts for a public audience, perhaps at an assisted living center.

Optional: Extensions

- Students may organize a public performance of their Readers Theater scripts.
- For all students independently proficient with technology, consider allowing students to create the following, for use during the final performance: a PowerPoint, Impress, or Prezi document incorporating script passages and imagery; or a sound-effects track for background or transitions between scenes.
- Students interested or independently proficient in the arts may consider enlarging script passages and creating accompanying illustrations; creating a “playbill” for their performance; creating a radio or print advertisement about their play; writing a short song or poem to conclude the play; designing or determining costumes (as part of props); or choreographing/“staging” actors for the performance.