**Thematic/Cross content Unit- Crash**

Content Area: **English Language Arts/Social Studies/PSD**
Course(s):
Time Period: **September**
Length: **2 weeks**
Status: **Published**

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| **Unit Overview** |
| This unit will be a thematic/cross content unit for all middle school students that will support the transfer of their skills through different grade levels by studying the novel Crash by Jerry Spinelli and analyzing the content through the lenses of all content areas(ELA, Mathematics, Social Studies, and Personal and Social Development) |
| **Essential Questions** |
| Reading* How do I determine the character's conflict in the story?
* How does the setting affect the plot?
* What are the most important elements of the plot?
* Why do readers need to pay attention to a writer's choice of words?
* How do readers construct meaning from text?
* How do characters' actions and words demonstrate their character traits?
* How does this author's use of figurative language enrich the story?

Writing * What is explanatory text?
* What are the steps in the writing process?
* Why is planning an important part of the writing process?
* What makes a good opening for an explanatory essay?

Social Studies* How do I determine the type of map to use?
* Who were the Quakers?
* Compare and contrast Pennsylvania and North Dakota

Personal and Social Development* What is bullying?
* What is a conflict?
* What are some effective ways of resolving conflict?
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| **Content** |
| Reading* Teacher created activity packet based on topics discussed in the novel- A Guide for using Crash in the

 classroom * Determine the characters’ conflicts in the story.
* See how setting affects the plot.
* Determine most important elements of the plot.
* Readers will pay attention to a writer's choice of words.

Writing- * Writing a personal narrative- “ What You Mean to Me”
* Writing a Cinquain

Social Studies-* Using Atlas of The United States History map skills and state fact sheet for Compare and Contrast of Pennsylvania and North Dakota.
* Locating information in an atlas.

Personal and Social Development-* A Guide for using Crash in the classroom.
* “Believe in Yourself” Conflict and Suggestions activity.
* Crash Buttons
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| **Skills** |
|  Reading-* Compare and Contrast characters
* Recall and identify important characters and scenes from the story.
* Types of characters; Static characters and Dynamic Characters
* Comprehension strategies
* Explain setting.

Writing- * Personal Narrative
* Cinquain

Social Studies-* Map Skills- Identify Pennsylvania and North Dakota
* State fact compare and contrast

Personal and Social Development-* Conflict Resolution
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| **Assessments** |
| What you mean to me writingCharacter Cinquain Crash Coogan and Penn Webb Venn diagram Character Traits-Paper Doll Project Pennsylvania and North Dakota Fact SheetTeacher Observationsassess through class discussion |
| **Lessons/Learning Scenarios** |
| **Lesson 1** English Language ArtsStudents would be greeted with a Gallery Walk in the hallways of the Middle School. Students will also be given post-it notes on which they will either identify or relate to the picture. Once the class returns from the gallery walk they will summerize the text as a class. Social StudiesStudents will identify North Dakota and Pennsylvania on the United States map. Students will compare and contrast facts about the two states using the Atlas. PSDStudents will discuss bullying and identify acts of bullying. Lesson 2English Language ArtsStudents will determine which character they relate to the most by completing a Venn-Diagram. Students will be required to support their opinions by stating specific evidence from the text. Social Studies Students will continue to compare and contrast facts about the two states using the Atlas. PSDStudents will study several conflict situations and determine the solutions to those conflict as a group. Lesson 3 English Language ArtsStudents will create a personal narrative just as Crash and Penn Webb created in the novel about a person who means a lot to them. PSDStudents will study another set of conflict situations and determine the solutions to those conflict as a group. Lesson 4English Language ArtsStudents will discuss the two types of characters Static and Dynamic. Then, students will identify characters in Crash as either Static or Dynamic. PSDStudents will create buttons with positive messages (anti- bullying) to wear as Penn Webb did in the novel Crash. Lesson 5English Language ArtsIn groups, students will create a life size paper dolls of either Crash or Penn Webb using bullitin board paper. Students will find pictures in magazines and online that symoblize their character. Pictures and words theat represent the character will be put on the character.  **Standards** |
| Attached  |
| **Resources** |
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