

# UCF Veterans Legacy Program Curricular Materials



**VA**



U.S. Department of Veterans Affairs  
National Cemetery Administration



**Department  
of History**



<b>Lesson Title</b>	Using Digital Media to Prove an Understanding of Informational Texts
<b>Grade(s)</b>	5th Grade
<b>Time (Minutes/ Days)</b>	20 - 30 minutes per day for at least a week. However, this project could be spread out over 2 - 3 weeks if needed based on the needs of your students.

## Lesson Overview

In this unit, students will create digital timelines and comprehension questions to help enhance and demonstrate their understanding of informational texts, specifically biographies. Included are eight diverse biographies provided by UCFVLP which vary in skill level (elementary or middle school).

In addition, throughout the unit, academic vocabulary and knowledge of morphemes, root words, and affixes, will be discussed to further assist the students in comprehending the information presented in the biographies.

Please review the vocabulary, root words, and affixes and pre-teach if needed. Furthermore, the unit uses biographies across the elementary level and middle school level based on teacher-led or independent tasks, please adjust to best fit the students in your class.

## Essential Questions

How can students enhance and demonstrate their comprehension of informational texts, specifically biographies through digital media?

## Florida State Standards

ELA.5.R.3.2: Summarize a text to enhance comprehension.

SS.5.A.1.1 Use primary and secondary sources to understand history

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

ELA.5.V.1 Finding Meaning Academic Vocabulary

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

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ELA.5.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.

ELA.5.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.

ELA.5.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

## Required Materials

White Boards and Dry Erase Markers

Highlighters

Student computers

Access to Google Slides or PowerPoint

[Elementary Level Biographies](#) - John Borris's Middle School Level biography is going to be used for the whole group activity. The other 7 biographies will be printed depending on who is assigned to which Veteran.

[Middle School Level Biographies](#) - John Borris's Middle School Level biography is going to be used for the whole group activity. The other 7 biographies will be printed depending on who is assigned to which Veteran.

[PowerPoint Slide Deck for Instruction](#)

[Prior Created Slidedeck for Student Timeline Creation](#)

Before creating a slide deck for student use in the Independent Project portion, be sure to set up the slide deck for a force copy:

(Hint: to share a copy you created, change the word edit in the link to copy. This will force a copy for students to use their version and prevent all students from being on 1 slide deck - pictures below)

<https://docs.google.com/presentation/d/1Fg9z6TwR8LFxkLjv-YDs1XJVaf1G7MUDimQFslF10Ao/edit?usp=sharing>

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<https://docs.google.com/presentation/d/1Fg9z6TwR8LFxkLjv-YDs1XJVvF1G7MUDimQFslF10Ao/copy?usp=sharing>

## Learning Objectives

By the end of this unit, students will be able to create a timeline and 10-question quiz based on an assigned Veteran's biography to demonstrate their understanding of important dates and events that occurred in their Veteran's life.

## Procedure

Day 1:

**Slide 2 -**

**Teacher:** Today we will begin our informational unit focusing on digital timelines! Throughout this unit, we will be using timelines and biographies to help enhance our comprehension skills.

**Slide 3 -**

**Teacher:** Before we dive into the biographies, let's first define the meaning of 'biography' using our knowledge of morphemes. Using your whiteboards, first, identify the root word and any affixes in the word 'biography.'

*Students will work for 2 - 4 minutes identifying the root word(s) and affix(es). This can be done individually or in pairs. (At this point, students should have an understanding of morphemes (root words and affixes). If, they do not, this can be done as a whole group.)*

**Teacher:** Let's review your answers! The word 'biography' actually has two Greek root words! Who can tell me what the two root words are?

*Students will answer "bio-" and "-graph(y)".*

**Teacher:** Correct, the first morpheme - smallest unit of meaning - is 'bio.' What does the root word 'bio' mean?

*Students will share that the meaning of 'bio' is life.*

**Teacher:** Now that we know 'bio' means life, what does the root word 'graph(y)'

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mean?

*Students will share that the meaning of 'graph(y)' means to write.*

**Teacher:** Using the knowledge of the root words, create a definition of the word 'biography' on your whiteboards

*Students will take 1 minute to write the definition. This can be done individually or in pairs.*

**Slide 4 -**

**Teacher:** According to the root words we identified, 'biography' means to write about someone's life. We will be reading and analyzing 8 different biographies of Veterans who are buried here in Florida in National Cemeteries to help enhance our summarizing skills.

**Slide 5 -**

**Teacher:** John Borris is the first Veteran we are going to read about. Let's build some background knowledge to help our understanding of John's biography. John worked in coal mines from the time he was around your age until joining the military. Coal mines are locations where people known as miners would dig for coal. At the time, coal helped produce electricity, produce steel, and job creation. However, it was also an extremely dangerous job as it was underground and caused health problems. (The History of Coal Production in the United States)

*The left image shows an example of miners down in a mine.*

**Teacher:** Once John joined the military, he worked with exploding mines. These were explosives placed underground or underwater. This image shows soldiers searching for explosive mines that are buried underground.

Make sure, as we are reading, that you are focusing on the context of the biography to differentiate between a coal mine and an explosive mine.

*Based on the level of your students, you may discuss these vocabulary words on a more surface level or in-depth level. Relating the vocabulary to Minecraft is an awesome connection as well!*

**Slide 6 -**

*The first read is going to use the Middle School Level option as this portion of the unit will be teacher-led. Please feel free to use the Elementary Level if it best suits the needs of your students.*

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**Teacher:** For our final activity today, I will be reading the text aloud to you. As I read, I want you to highlight any unknown words or phrases. This biography discusses places and military terms that you may not understand so I want us to identify them and we will discuss them tomorrow during our second read.

*Once the students have identified the unknown words, please use the slide during Day 2's presentation to go over any unknown words or phrases. Suggestions will be on tomorrow's slides but please tailor it to your students' needs.*

Day 2:

Slides 7 and 8 -

**Teacher:** Today we are going to dive further into John Borris's biography. Let's begin with a discussion on any unknown words or phrases from yesterday's read-aloud.

*Example Words/Phrases to review are on slides 6 and 7. Please ensure your students do not have any other unknown words and phrases.*

Slide 9 -

**Teacher:** Now that we have clarified the meaning of unknown words and phrases, we will complete our second read with our partner. As you and your partner are reading, I would like you to identify important dates and events in John's life. When you come to an important date in John's life, you will circle it. Then, you will underline the important event associated with that date. Let's do the first paragraph together.

Slide 10 -

**Teacher:** When I reread the first paragraph, I noticed a date right away. February 3, 1891, is the date of John's birth. I chose to also underline where he was born - Pennsylvania. In addition, I noticed that he only went to school until the 4th grade. Yes, no date is mentioned, but we were in 4th grade last year so I can assume he was 9 or 10 years old. This shows me that around 1900 he began working in the coal mines to help support his family.

**John Borris (February 3, 1891-June 11, 1994)**

John Borris was born February 3, 1891 in Pennsylvania. He was raised by his mom Anastasia Nussell. He went to school until 4th grade. Then he went to work in the coal mines to help his family.

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As you reread the rest of the biography, look for identifying words that will help you pinpoint the date/time around the events in John's life.

*As the students work with their partners, monitor their progress to ensure they're circling and underlining the correct information for the group timeline creation.*

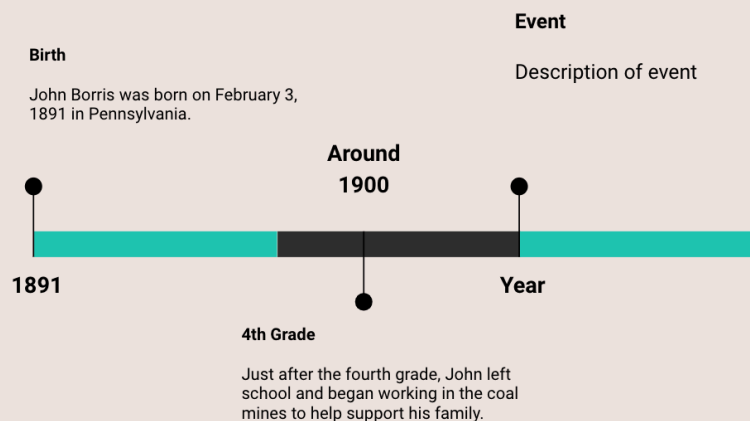
Slide 11 -

**Teacher:** Now it is time to create John's timeline together! Let's take a look at an example for paragraph 1. What do you notice about the first part of John's timeline?

*Students will point out that the events are in chronological order, there is a date, event, and description of the event.*

You are correct, when creating a timeline the events must be in chronological order. As you and our partner are working on the timeline for your assigned paragraph keep your events in order based on what happened first. Also, be clear on what happened at that time in John's life.

## Paragraph 1 Timeline:



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## Slide 12 -

**Teacher:** Each pair will be assigned one paragraph to complete a mini-timeline on. When you join the Google Slide Deck, find the correct page matching your paragraph. Each section of the timeline will include the date, event, and event description.

*Take this time to share the Google Slide deck that you created with the students. Remind them to only type on their assigned slide. A sample of this is in the materials section.*

## Slide 13 -

**Teacher:** Now that everyone is on their correct slide, please follow the instructions to insert which timeline you and your partner would like to use. This is our last task for today, please let me know when your slide is complete.

*Students may need support with this step. However, once they're settled and able to input the information, the students will work with their partners to complete the task.*

## Day 3:

### Slide 14 -

**Teacher:** Today we will use the information from John Borris's biography and the timeline we have created to take a "Pop Quiz!" By "Pop Quiz" I mean you will pop up when I say "What's the Answer?" and hold up your whiteboard with your answer displayed.

This helps everyone have time to process, locate, and write their answer on their boards. Please do not show your answers to your neighbors or call out what the answer may be. Once I see everyone's answer, we will review where the information is found only if we have some incorrect answers. Remember, this is to not poke fun at a friend or make them feel bad for getting an answer wrong. It is to help us grow as readers and practice finding information in the texts we are reading.

*If a different strategy works best for your students, please feel free to adapt the activity.*

### Slides 15 to 24 -

*Below are the answers to the 10 questions for "Pop Quiz." Reminder: the students may use the text or the class-created timelines (please ensure the information on the timeline is correct).*

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1. B - paragraph 1
2. C - paragraph 2
3. D - paragraph 2
4. C - paragraph 3
5. A - paragraph 3
6. D - paragraph 4
7. Answers may vary as it is an inference question - John was able to have some sort of financial stability through the Great Depression. At this time. Many Americans did not have a job and were facing financial hardships.- paragraph 4
8. Answers may vary - An Old Man's Draft took place when World War II began. Men between the ages of 45 - 64 used their skills at home versus overseas to help the war effort. - paragraph 5
9. B - paragraphs 4 and 5
10. D - paragraph 6

## Day 4 - Completion of Independent Project:

### Slide 24 - 5

*Please review the elementary level and middle school level biographies and assign one to each student based on their reading levels.*

**Teacher:** Today we will begin our Independent Digital Media Project. What that means is you are now in the driver's seat! You are going to create a digital media project for a specific Veteran and produce a timeline and 10-question "Pop Quiz." I am going to explain the expectations and then give each of you a Rubric with expectations to help guide you with your completion of this project.

### Slide 26 -

**Teacher:** Just as we did together, you are going to begin by annotating the text. During your first read, you will highlight any unknown words/phrases. You will then research what the words/phrases mean and fill in the "Unknown Words/Phrases" section of your project. Then, during your second read, you will circle important dates and underline details describing the events that occurred..

*Due to the biographies revolving around war - please monitor what students are searching as it may lead to graphic images or texts.*



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## Slide 27 -

**Teacher:** The purpose of the timeline is to demonstrate your understanding of obvious dates and events in your Veteran's life AND to prove that you can identify less obvious dates. For example, how John Borris stopped school around 1900 - we gathered that information based on knowing he most likely was 9 in the 4th grade as we were 9 last year AND we knew his birth year was 1891 which helped us reach the consensus of 1900.

Reminder - You have the choice of what your timeline looks like but there are 4 expectations. It must be digital using Google Slides, it must have a date, title of the event, and a mini explanation of the event.

## Slide 28 -

**Teacher:** The final part of your project is the creation of a 10-question "Pop Quiz." You may be confused as you are the students and are usually the ones taking the quiz and not creating them. However, creating a comprehension quiz is a great way for me as your teacher to see how well you understood the biography based on the types of questions you ask and based on if the information is correct. While creating the quiz, you are expected to have 8 multiple-choice questions and 2 written response questions. The information used to create the questions can be located in the text or the timeline you created!

## Slide 29

**Teacher:** Here is the rubric for your project. Each part of our project, the unknown words, timeline, and 10-question Pop Quiz, has expectations to meet to get the highest score of 100%. Please refer to this while you're working and before you turn in the final product.

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## Rubric - 12 points

### Unknown Words

### Timeline

### Pop Quiz

4 Points: Unknown words are identified, listed, and defined.	4 Points: Timeline includes all important dates and events with descriptions.	4 Points: 10 questions - 8 multiple choice and 2 written response using a variety of information found in text and timeline.
3 Points: Unknown words are identified and listed but not defined.	3 Points: Timeline included all important events but missing either date or events with descriptions.	3 points: 10 questions - 8 multiple choice and 2 written response but does not use a variety of information from text and timeline.
2 Points: Unknown words are identified but not listed and defined.	2 Points: Timeline is missing minimal important dates but all pieces of the made timeline have dates and event descriptions.	2 points: 10 questions - all multiple choice using a variety of information from text and timeline.
1 Point: Unknown words are identified but not listed and defined.	1 Point: Timeline is missing multiple important dates, names of events, and description.	1 Point: 10 questions with incorrect number of multiple choice and written response AND not a variety of information from text and timeline.
0 Points: No attempt at identifying, listing, and defining unknown words.	0 Points: No attempt at creation of the timeline.	0 Points: No attempt at creation Pop Quiz.

*At this time, please review the expectations you have for your students regarding when the final product is due.*

### Bibliography for Further Reading/Teacher/Student Use

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