**Exploration – Real and Imagined**

**This five-week unit builds upon the study of character development begun in unit 4 by having students articulate how we learn from real and fictional characters’ experiences.**

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**Overview**

* + Students choose an exemplar text with a dream-like context—*Alice in Wonderland*, *The Little Prince*, or another chosen by the teacher—to read with their peers and to examine what we can learn from the character’s experiences as each book’s characters develop. Students have the opportunity to view performances of the books, and discuss how the “live-performances” are similar to and different from the book and how seeing these DVDs can add yet another dimension to comprehension of the book. Additionally, students read informational texts, such as *My Librarian is a Camel: How Books are Brought to Children Around the World* or biographies of explorers, to apply lessons learned from literature to informational text. Students also create an individual [semantic map](http://chs.smuhsd.org/learning_community/content_literacy/semantic_word_map.html) of the word “exploration” in order to help their understanding of the real and fictional types studied in this unit. Finally, this unit ends with an open-ended reflective essay response to the essential question.
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**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
		- **RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
		- **RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [and] poem).
		- **RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
		- **W.5.5:** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		- **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		- **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

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**Suggested Student Objectives**

* + - Compare similarities and differences between two exemplar texts—*Alice in Wonderland* and *The Little Prince.*
		- Respond to poetry, prose, and informational text in writing and in class discussions.
		- Explain how poetry is used within prose.
		- Discuss how illustrations in *Alice in Wonderland* and/or *The Little Prince* play a role in *telling* the story.
		- Recite poetry for classmates—original and parody versions.
		- Continue defining relationships between words (e.g., exploration, explorer, exploratory; character, characterization, characterize).
		- Interpret figurative language, including similes and metaphors.
		- Research and report on an explorer.
		- Write their own exploration story.
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**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Stories**

* + - *Alice’s Adventures in Wonderland* (Lewis Carroll) (E)
		- *Down the Rabbit Hole* (An Echo Falls Mystery) (Peter Abrahams)
		- *The Nursery “Alice*“ (Lewis Carroll and John Tenniel)
		- *Alice in Wonderland* (Campfire Graphic Novel) (Lewis Carroll, Adapted by Louis Helfand, and Rajesh Nagulakonda)
		- *The Little Prince* (Antoine de Saint-Exupéry) (E)
		- *The End of the Beginning: Being the Adventures of a Small Snail (and an Even Smaller Ant)* (Avi and Tricia Tusa) (easier)

**Poems**

*General*

* + - “Words Free as Confetti” by Pat Mora (E)
		- “Against Idleness and Mischief” (Isaac Watts)
		- “The Star” (Ann and Jane Taylor)
		- “The Spider and the Fly” (Mary Howitt)
		- “Queen of Hearts” (Mother Goose, Anonymous)

*From* Alice’s Adventures in Wonderland

* + - “How Doth the Little Crocodile” (Lewis Carroll)
		- “The Mouse’s Tale” (Lewis Carroll)
		- “Twinkle, Twinkle Little Bat” (Lewis Carroll)
		- “’Tis the Voice of the Lobster” (“Lobster Quadrille”) (Lewis Carroll)

**Quotations**

* + - “Grown-ups never understand anything by themselves, and it is exhausting for children to have to provide explanations over and over again.” (Antoine de Saint-Exupéry, *The Little Prince*)
		- "It is only with the heart that one can see rightly; what is essential is invisible to the eye." (Antoine de Saint-Exupéry)

**Informational Texts**

**Informational Text**

*Deserts*

* + - *My Librarian is a Camel: How Books are Brought to Children Around the World* (Margriet Ruurs) (E)
		- *Camels* (Nature Watch) (Cherie Winner)
		- *Desert Mammals* (Scholastic, A True Book) (Elaine Landau)
		- *Deserts* (Scholastic, True Books: Ecosystems) (Darlene R. Stille)

*Explorers/Geography*

* + - *Kids During the Age of Exploration* (Kids Throughout History) (Cynthia MacGregor)
		- *Women Explorers of North and South America*series (Margo McLoon-Basta)
		- *State-by-State Guide* (United States Of America) (Millie Miller and Cyndi Nelson)

**Biographies**

* + - *René Magritte* (Getting to Know the World’s Greatest Artists) (Mike Venezia)
		- *Salvador Dali* (Artists in Their Time) (Robert Anderson)

**Art, Music, and Media**

**Art**

* + - Wilfredo Lam, [*Untitled*](http://www.latinart.com/artdetail.cfm?img=cu_lam_25_th.jpg), (1947)
		- Roberto Matta, [*Psychological Morphology*](http://en.wikipedia.org/wiki/File%3APsychological_Morphology38%3F.jpg) (1938)
		- Frida Kahlo, [*Diego en mi Pensamiento*](http://www.proa.org/exhibiciones/pasadas/mexico/salas/kahlo-01.html) (1943)
		- George De Chirico, [*The Disquieting Muses*](http://en.wikipedia.org/wiki/File%3AThe_Disquieting_Muses.jpg) (1916)
		- Salvador Dali, [*The Persistence of Memory*](http://www.moma.org/collection/object.php?object_id=79018) (1931)
		- Rene Magritte, [*The False Mirror*](http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A3692&page_number=2&template_id=1&sort_order=1) (1928)

**Illustrations**

* + - Sir John Tenniel, [*Alice’s Adventures in Wonderland*](http://www.victorianweb.org/art/illustration/tenniel/alice/gallery1.html)
		- Antoine de Saint-Exupéry, [*The Little Prince*](http://home.pacific.net.hk/~rebylee/text/prince/contents.html) (1943)

**Music**

* + - Danny Elfman, *Alice in Wonderland* *Soundtrack* (2010) (Walt Disney Records)
		- Steve Schuch, *The Little Prince* (1997) (Night Heron Music)

**Media**

* + - [*The Little Prince*](http://www.amazon.com/Little-Prince-Richard-Kiley/dp/B0001AW07U) (1974)
		- [*Lewis Carroll’s Alice in Wonderland*](http://www.amazon.com/Carrolls-Wonderland-Broadway-Theatre-Archive/dp/B00005QBZ4)(Broadway Theater Archive) (1983)
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**Sample Activities and Assessments**

* + *Note: Students should have the opportunity to choose a book to read and discuss in groups. Whole-class activities are listed after the specific activities by text title (below). If both* Alice’s Adventures in Wonderland *and* The Little Prince *are above student reading levels, you can add a third group that reads* The End of the Beginning—*an easier book with similar characteristics.*

***Alice’s Adventures in Wonderland***

**Literature Response**

What does Alice think she will find when she jumps down the rabbit hole? If you were Alice, would you have done this? Why or why not? Write your response in your journal, share ideas with a classmate, and revise your response if you get additional ideas you would like to use. (RL.5.2)

**Literature Response**

Recall characters you have read about so far this year, and compare them to characters from this text. For example, compare Alice’s encounters in Wonderland with the Red Queen to another literary character that encounters a tyrant. What can you learn from Alice? Write your response in your journal, share ideas with a classmate, and revise your response if you get additional ideas you would like to use. (RL.5.3)

**Literature Response**

To see Alice and its illustrations in a different light, your teacher will introduce you to (1) *The Nursery “Alice,”* a version of the story that Carroll prepared for very young children, (2) *Down the Rabbit Hole: An Echo Falls Mystery* (Peter Abrahams)*,* and/or (3) the graphic novel version, *Alice in Wonderland* (Campfire Graphic Novels). Discuss similarities and differences between these versions. (RL.5.7)

**Literature Response**

Summarize each chapter in your journal by answering the question, “What does Alice learn from her experiences in *Alice’s Adventures in Wonderland?”* Cite specific examples and/or mark the text with a Post-it note to facilitate group discussion. (RL.5.5)

**Art Appreciation**

Examine the work of two surrealist artists: Salvador Dali and René Magritte. Compare the dream-like state of the art works to the experiences Alice has in Wonderland. In what way are Alice’s adventures similar to dreams (or nightmares)? To surrealist art? (SL.5.1a, b, c, d)

***The Little Prince***

**Literature Response**

What does each of the main characters learn about themselves by exploring the world and thinking about these adventures? Write your response in your journal, share ideas with a classmate who chose the same character, and revise your response if you get additional ideas you would like to use. (RL.5.3)

**Literature Response**

Symbols and metaphors are present throughout *The Little Prince.* Do these make the stories easier to read or harder for you to understand the story? Why? (L.5.5a, RL.5.4)

**Literature Response**

Summarize every three to four chapters of *The Little Prince* in your journal by answering the question, “What does the pilot learn from the little prince? What does the little prince learn from the pilot?” (RL.5.5)

**Music Appreciation**

Listen to this [song](http://www.nightheron.com/trees_activityguidethelittleprince.html) by Steve Schuch about the Little Prince. Read the words. Discuss similarities and differences between these versions. (SL.5.1a, b, c, d)

**General**

**Partner Discussion**

At the end of your novel study, pair up with a partner who read a book that you did not. Share:

* + - What the character learned about himself/herself by exploring their unique world. (SL.5.2, SL.5.3, RF.5.4, RL.5.5)
		- How the illustrations are part of the story, showing specific pages. (SL.5.2, RL.5.7)
		- How the music/songs from this unit remind you of the story you read (if applicable). (SL.5.1a, b, c, d)

**Dramatization/Fluency**

Choose a poem to perform interpretively from the suggested list or write your own. Memorization is not required, but optional for this performance. (Alternately, pair with a partner where one of you learns the Lewis Carroll version, and one learns original. Perform both versions for the class, and then discuss how knowing the original helps us to appreciate the parody even more.) (L.5.5a, b, c, SL.5.6)

**Media Appreciation**

How is reading *Alice’s Adventures in Wonderland* or *The Little Prince* similar to/different from watching a DVD version? Which do you prefer? Why? Write your initial thoughts in your journal before discussing as a class. (RL.5.7)

**Informational Text Response**

After reading *My Librarian is a Camel* (Margriet Ruurs), has your perspective about the school library and access to library books changed? What are some ways that the author influenced your thinking? Cite specific examples from the text during class discussion. In your journal, write a response to this question: “What did you learn from this text?” (RI.5.8)

**Research Report**

Not only do fictional characters learn from exploring their world, but real people do too; they are known as explorers. Research a famous explorer and his/her contributions to understanding of the world, and present your findings to the class. (W.5.7, L.5.1a, b, c, d, e, L.5.2a, b, c, d, L.5.3a)

**Narrative Writing**

Write your own exploration story about a real or fictional character. Your story should have a moral, or a lesson you want the reader to learn from your character. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner so your final product is of the highest quality. (W.5.3a, b, c, d, e, W.5.4, W.5.5, L.5.1a, b, c, d, e, L.5.2a, b, c, d, L.5.3a)

**Word Study**

As an individual and as a class, keep an index card file of words, literal and figurative, studied in this unit (e.g., exploration, explorer, exploratory; character, characterization, characterize). Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, etc. How do word relationships help us understand the meaning of the words, while the prefixes and suffixes affect the part of speech and spelling? (Note: This will be an ongoing activity all year long.) In addition, you will create an individual [semantic map](http://chs.smuhsd.org/learning_community/content_literacy/semantic_word_map.html) of the word “exploration” in order to represent visually your understanding of the real and fictional types of exploration studied in this unit.(L.5.4a, b, c)

**Reflective Essay**

Write an essay response to the essential question (“What do people, real or imagined, learn from exploring their world?”). Your teacher may give you the opportunity to “[Give one, get one](http://rrisdmathteam.wikispaces.com/Give%2BOne%2BGet%2BOne)” before writing your response. (W.5.9a, b, W.5.4, W.5.7, L.5.1a, b, c, d, e, L.5.2a, b, c, d, L.5.3a)

**Writing Activity/Art Connection**

Have students select one work to study. They should begin their exploration by creating a list of the visual elements in the painting. They will use their list to write a short story based on the painting, referring to their list and to the painting as they develop their story.

**Class Discussion/Art Connection**

Select one of the paintings. Have the students sit with a partner and discuss the character(s) represented in the work. What can we learn about the character(s) through the artist’s use of color, juxtaposition of imagery, and distortion? Students will share one idea discussed with the larger group.

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**Additional Resources**

* + [Character Trading Cards](http://www.readwritethink.org/classroom-resources/student-interactives/character-trading-cards-30056.html) (ReadWriteThink) (RL.5.5)

Note: In this lesson, students create character trading cards. Specific prompts ask students to describe the character, look at his or her thoughts and feelings, explore how he or she develops, identify important thoughts and actions, and make personal connections to the character.

[Using Picture Books to Teach Characterization](http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-101.html) In Writing Workshop (ReadWriteThink) (RL.5.2)

Note: Students explore the concept of character development through focused experiences with picture books.

[Book Report Alternative: Examining Story Elements Using Story Map Comic Strips](http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-examining-236.html). (ReadWriteThink) (RL.5.9a)

Note: In this lesson, students use a six-paneled comic strip to create a story map, summarizing a book or story that they've read either read as a class or independently.

[The Original Alice: *Alice’s Adventures underground*](http://www.bl.uk/collections/treasures/alice/alice_broadband.htm?middle)

Note: This website contains the original text of Carroll’s first published version of the Alice story. Look at the primary source document! (Requires Adobe Shockwave Player)

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**Terminology**

* + - metaphor
		- nonsense literature
		- paradox
		- parody
		- soliloquy
		- style
		- symbol
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**Making Interdisciplinary Connections**

* + **This unit teaches:**
		- **History/geography**
			* Explorers (e.g., who they are, where/why they explored, etc.)
			* Geography of North and South America (e.g., fifty states, major oceans and rivers, etc.)
		- **Science:** Camels (e.g., where they live, what is their habitat, what makes them suited for desert life, etc.)
		- **Art:** surrealism, Salvador Dali, Rene Magritte, Roberto Matta, illustration

**This unit could be extended to teach:**

* + - **History/geography:**
			* Explorers (e.g., Prince Henry the Navigator, Bartolomeu Dias, Vasco da Gama, Cabral, Christopher Columbus, Magellan, Balboa, etc.)
			* Deserts of the world (e.g., Africa: Sahara, Kalahari; Asia: Gobi; North America: Mojave, Death Valley; South America: Atacama Desert, etc.)
		- **Science**
			* Oceanography (e.g., surface, subsurface land features, ocean floor, composition of sea water, currents, tides, marine life, etc.)
			* Desert habitats (e.g., what lives in a desert? what adaptations would be needed by man to live in a desert?, etc.)