

Looking at Values

This unit is an idea adapted from the ideas of:
Nancy Peterson, Brittany Cochrane, Brad Wilcox, and Julie Siebach

Enduring Understanding:

We can look in many places to find evidence for the things people value.

Essential Questions:

How can we tell what people value?

Are there connections between the values of various groups of people?

What do we value and how can we prove it?

Common Core Standards:

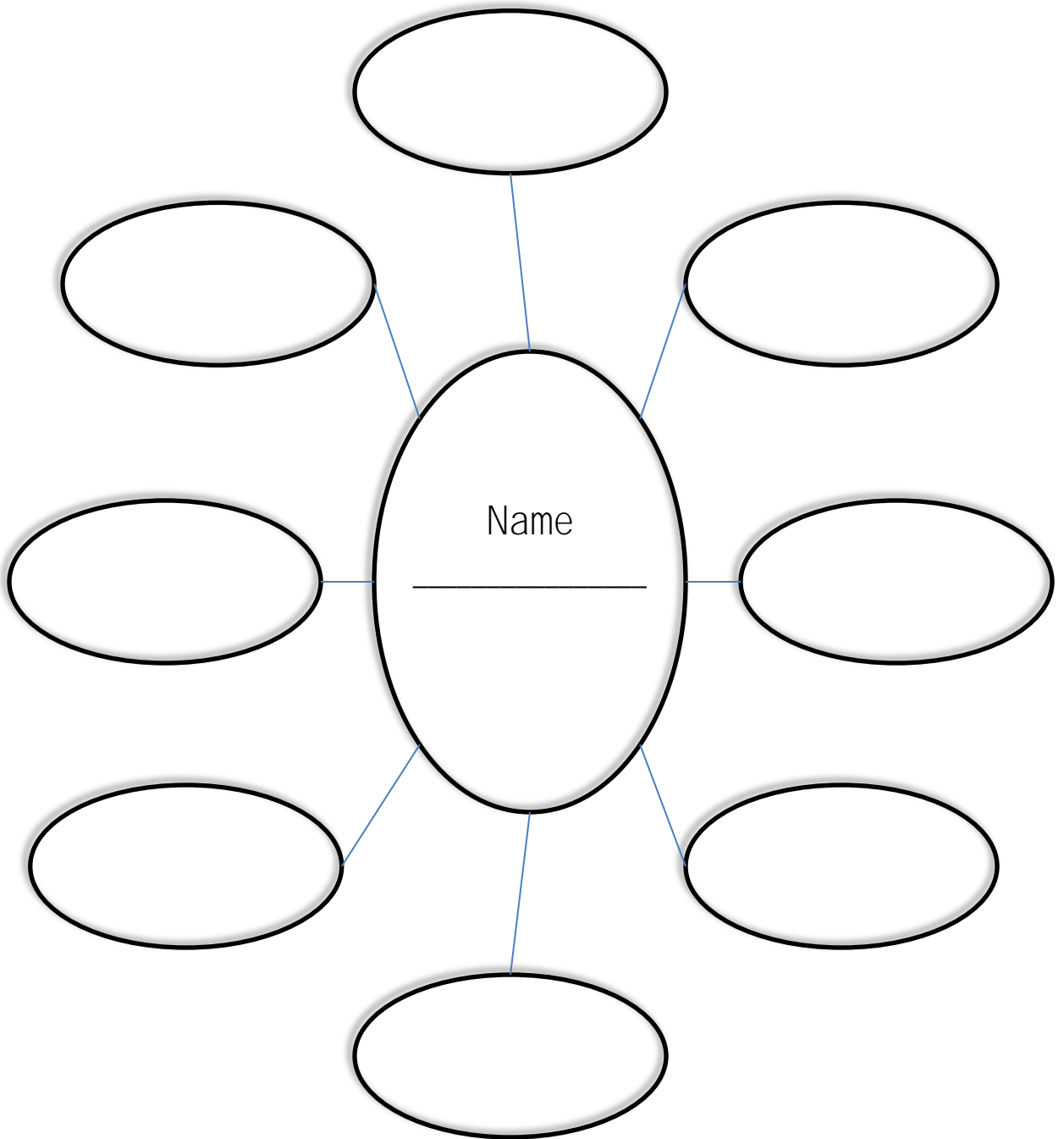
Reading Literature	Reading Informational Text	Reading Foundations	Writing	Speaking and Listening	Language
<ul style="list-style-type: none">* Quote* Inference* Determine Theme* Point of View* Compare/Contrast similar themes	<ul style="list-style-type: none">* Quote* Explain Relationships / interactions* Compare two + texts* Analyze multiple accounts of same topic* Integrate info from several texts to write or speak	<ul style="list-style-type: none">* Purpose & understanding* Context Clues	<ul style="list-style-type: none">* Logically ordered reasons* Supporting facts and details* Planning, revising, editing, rewriting* Use technology* Draw evidence from texts	<ul style="list-style-type: none">* Discussion* Respond* Summarize orally	<ul style="list-style-type: none">* Conventions* References* Context Clues

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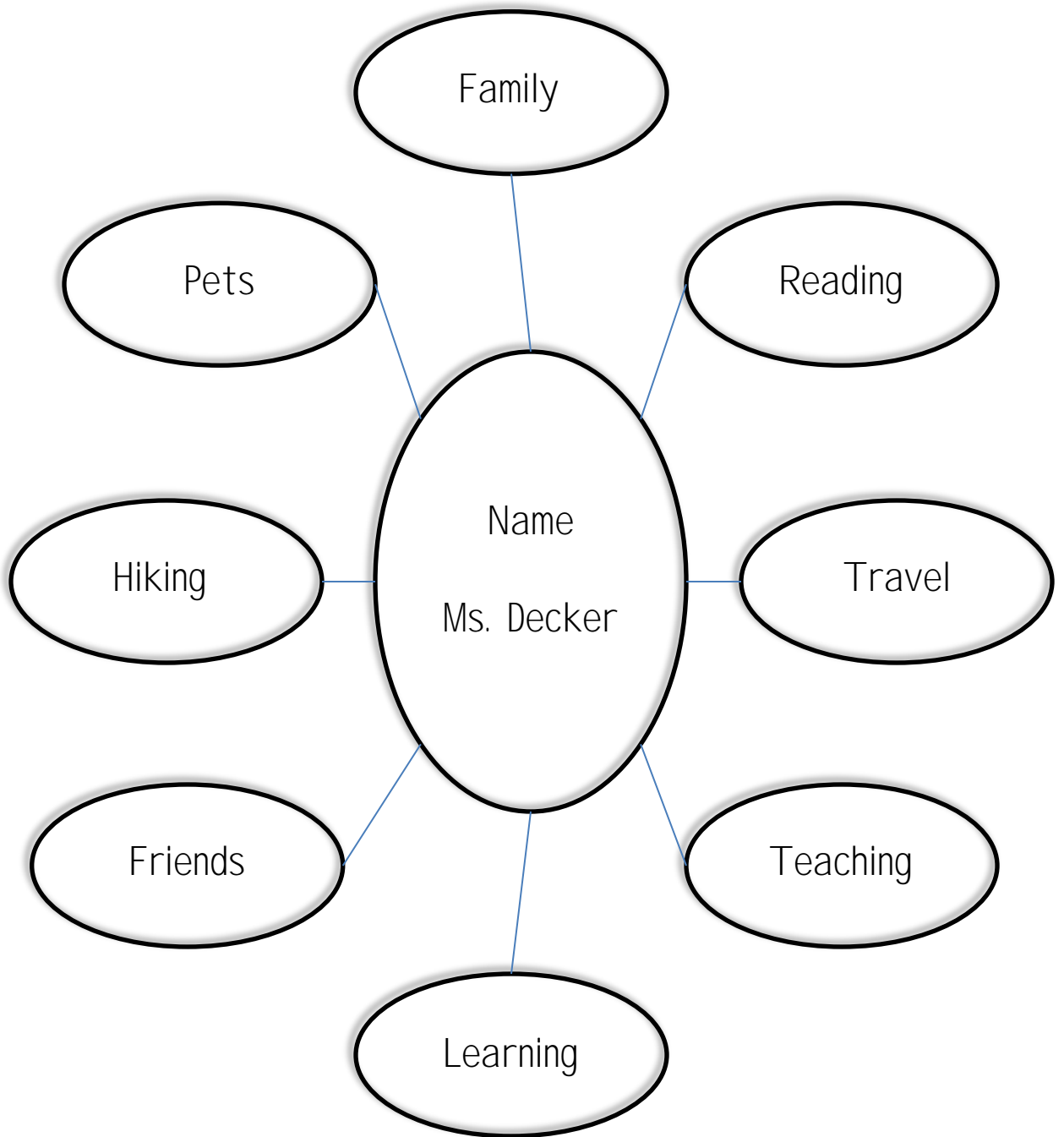
(Quick Outline)

- * Use books (fiction and non-fiction) with the purpose of identifying values on the topics of:
 - * American Indians (Pre-Contact)
 - * Many of these will be legends, folk-tales and fables. It is important to help students understand that though a story may sound outrageous, there is a reason for it)
 - * Explorers
- * Create a class graphic organizer for any groups you study. Brainstorm (Model before Shared) and emphasize having evidence from the texts to back up what you say:
 - * I think that "bravery" is something that American Indians valued because in the book "*Buffalo Jump*" the bravery of Little Blaze is celebrated after he risks his life to save his brother's. I also think they value names because in the beginning Little Blaze wants a new one but knows he has to earn it and in the end his bravery is celebrated with a new name. (Obedience, positive attitudes, selflessness, are also traits you can pull out).
- * Have students brainstorm with you, as a class, some things they value. Talk about evidence and have them back up their values with evidence.
- * Students then create their own graphic organizer of their personal values with evidence.
- * Read "*The Important Book*" by Margaret Wise Brown (quick read). Explain that you will use the craft of her book to create an important book of their own.
 - * Show how to plug it into the template pages and show an example of your own if you have it.
- * Have students revise, edit and publish on a computer.
- * Continue looking at values throughout the year.

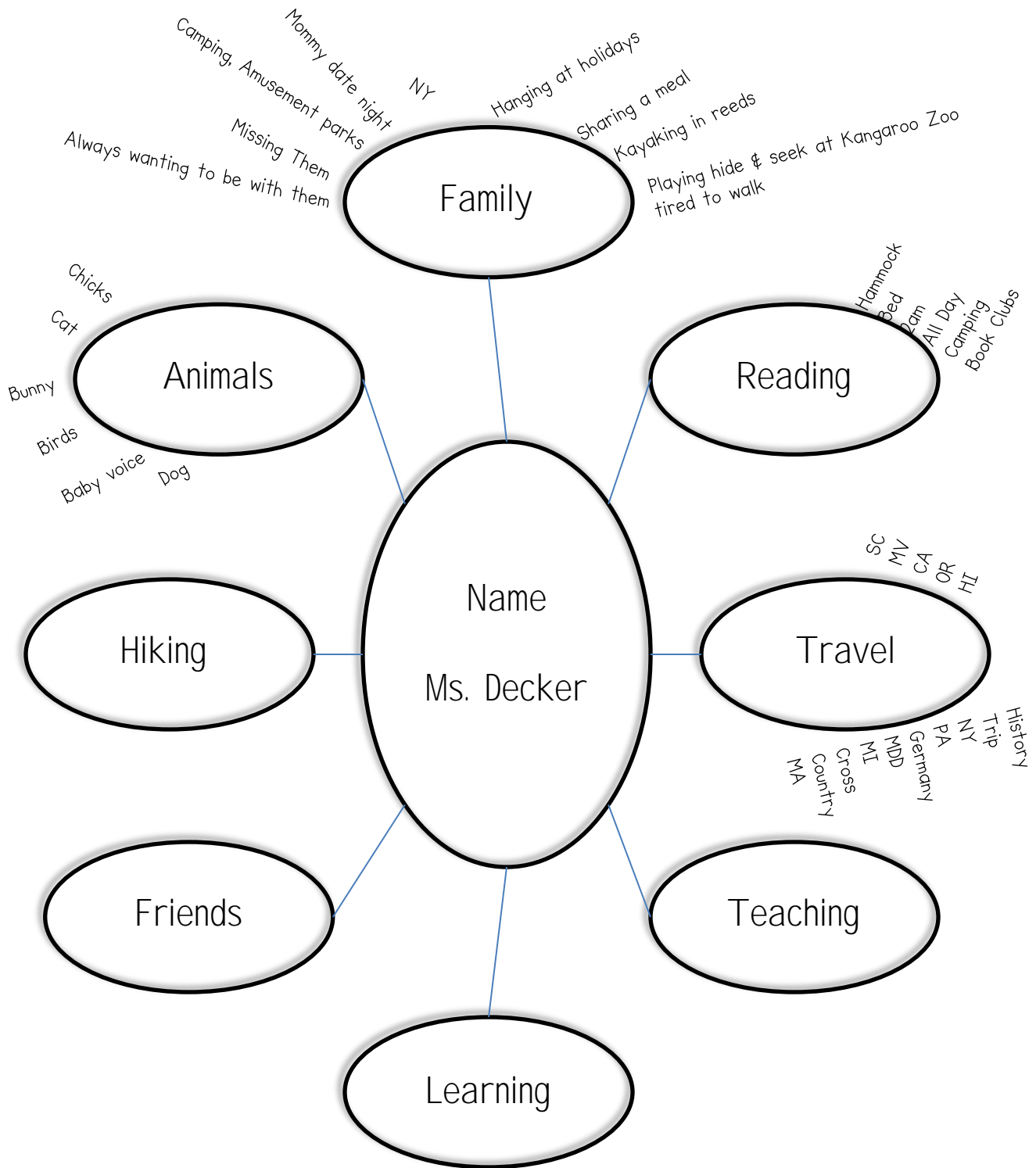
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The important thing about _____(value) is that _____ (pronoun)
_____ (verb in correct tense) a part of who _____ (your name) is.

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But, the important thing about _____(value) is that _____ (pronoun)
_____ (verb in correct tense) a part of who _____ (your name) is.