**Literature Focus Unit:** *The Westing Game* by Ellen Raskin

Standards:

* Language Arts
	+ 5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	+ 5.RL.6 - Describe how a narrator’s or speaker’s point of view influences how events are described.
	+ 5.RL.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	+ 5.W.1 - Write opinion pieces\* on topics or texts, supporting a point of view with reasons and information.
	+ 5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	+ 5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	+ 5.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
	+ 5.SL.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* Social Studies
	+ 5.2.1 - Explain the significance of America’s symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner)
	+ 5.3.1 Describe how various non-economic factors (e.g., culture, values, interests) can influence economic behaviors and decision making
	+ 5.3.3 - Describe the concept of competition and its relationship to price (e.g., market based economy)
	+ 5.3.4 - Describe the basic concepts of imports, exports, and international trade

Activities

* Intro to Book
	+ Read book when doing economy in social studies
	+ Discuss what they know about mysteries and famous investigators
	+ Show book trailer
* Story Structure
	+ Character bulletin board (see below)
	+ Map each chapter and summarize in Reading log
	+ Make clue flashcards
* Vocabulary
	+ Charades
	+ Pictionary
	+ Write on personal word wall
	+ Write short stories with partner. Alternate writing sentences with at least 1 vocabulary word.
* Discussions (develop from day’s reading)
	+ What does Angela mean when she says that Turtle is the lucky ignored child?
	+ How do you think Sam Westing died?
	+ Was Sam Westing a good man?
	+ Would you play the Westing Game?
	+ Questions written down in reading log
	+ Themes
* Projects
	1. Keep/develop a top secret investigation file
	2. Reading logs daily (used to track learning)
		+ Summarize each chapter and
			- Record questions
			- Write predictions
			- Reflect on chapters read
	3. Work with partner to figure out murderer
		+ Create Character bulletin board
			- Picture
			- Background info
			- Characteristics
			- How acts in beginning vs. development to end
			- Who is their partner, and why are they paired together?
			- What actor would play character in a movie?
			- Compare and contrast the character with their partner
		+ Write individual opinion piece about whom they think the culprit is supporting it with reasons from partner discussions, investigation file, and text from book.
	4. Write a narrative of what they would do with the inheritance ($20,000)
	5. Rewrite nursery rhymes from a different perspective
		+ How does the narrator’s point of view affect how things are described?
		+ What would it be like if just one of the characters told the story
		+ What if it was a narrator who was not a character
	6. Author Study
		+ Compile information about Ellen Raskin
		+ Read other books by author
* Assessments
	1. Compile a completed investigation file (all students)
	2. Reading log
	3. Choose one:
		+ Create diorama of Sunset Towers and Westing Mansion
		+ Create a poem about a character or the mystery
		+ Compile a playlist of 6 songs that describes a character or the entire mystery with an explanation of each choice
		+ Create a book trailer
	4. Find a way to depict all of Sam Westing’s personas (“high flyers”)
* Extensions
	+ Learn to play chess
	+ Hold Food Drive for those in need
	+ Learn American Symbols (Uncle Sam, songs, etc.)
		- What do the symbols mean for the United States?
		- Research a symbol of the United States and present to the class
			* Song, poster, miniature, etc.
	+ Stock market
		- Understand about competition in relation to prices
		- Understand basic imports, exports, and international trade
		- Participate in online stock market game
* Technology Resources
	+ <http://stockmarketgame.org>
	+ <https://www.chesskid.com>
	+ <http://www.statesymbolsusa.org/us/symbols/national>
	+ <http://nursery.zelo.com>
	+ <https://www.youtube.com/watch?v=BHixZCRp8xI> - book trailer

The Westing Game: Two-Week Schedule

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| --- | --- |
| Day 1:* Introduce book
* Famous investigator and mystery discussion
* Book Trailer
* Read Ch. 1-3 (aloud)
	+ Reading log
	+ Record vocab
* Assign student partners
* Questioning lesson
 | Day 6: * Ch. 20-22 (individually)
	+ Reading log/discussion
	+ Vocab
* Bulletin board
* Opinion Lesson: Who murderer is
	+ Has your opinion changed
 |
| Day 2:* Read Ch. 4-7 (small groups)
	+ Reading log
	+ Class discussion of will reading
	+ Record vocab
* Start investigation file
* Build character information – picture, characteristics
* Start making clue flashcards
* Social studies American Symbols
 | Day 7: * Ch. 23-26 (whole group)
	+ Reading log/discussion
	+ Vocab
* Compare and contrast Game meetings and character beginning to end of book
* Stock market game
* Complete bulletin board
 |
| Day 3:* Read Ch. 8- 11 (read individually)
	+ Reading log/discussion
	+ Vocab
* Investigation file
* Start bulletin board
* Point of view lesson
* Teach chess
 | Day 8: * Ch. 27-30 (individual or small group)
	+ Reading log
	+ Discussion
	+ Vocab & activity
* Start project
	+ Introduce each w/examples
 |
| Day 4: * Ch. 12-15 (Whole group)
* Reading log
* Vocab write and activity
	+ Discussion Who is murderer?
* Compare and contrast lesson
* Start food drive
* Stock Market social studies lesson
 | Day 9: Author study* Project work day
* Chess
* Finish Stock Market game
* Vocabulary quiz words decided
 |
| Day 5: * Ch. 16-19 (small group)
	+ Reading log/discussion/vocab
* What would you do with $20,000 Narrative writing
* Play chess
* Stock market continued
 | Day 10: * Projects due and presented
* End food drive
* Review American Symbols
* Vocab quiz
 |

Vocabulary list:

1. Suspicious
2. Smirk
3. Guffaw
4. Interrogate
5. Aviator
6. Malady
7. Horrendous
8. Chronic
9. Righteous
10. Manipulate
11. Loathe
12. Charity
13. Snicker
14. Confound
15. Writhing
16. Stenographer
17. Accomplice
18. Obituary
19. Alias
20. Bequeath
21. Tutor
22. Consultant
23. Fiancé
24. Ornithology
25. Victim
26. Tenants
27. Exclusive
28. Gruesome
29. Rational
30. Pyrotechnic
31. Immigrant
32. Heir
33. Forfeit
34. Shrewd
35. Testament
36. Resentment
37. Verify
38. Sporadic
39. Scrutiny
40. Legacy
41. Pretentious
42. Incriminate
43. Afflicted
44. Transcribe
45. Relentless
46. Coincidence
47. Jabber
48. Gibberish
49. Harried
50. Chauffeur

Westing Game Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5th grade - Ms. Meyer

1. Investigation file Needs Work Okay Great!

* Completed with all papers and notes included 1 3 5
* Organized 1 3 5

3. Participation in discussions 1 3 5

4. Reading participation 1 3 5

5. Worked with partner on character bulletin board 1 3 5

6. Wrote in reading log daily 1 3 5

7. Chosen Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Completed on time 1 3 5
* Neat and tidy 1 3 5
* Presented to class 1 3 5
* Conveys message 1 3 5

Comments:

Compare & Contrast Characters

**Grade Level:** 5th grade

**Subject(s) Area:** Language Arts

**Materials Needed:**

* Venn Diagrams, pencils, Class Venn diagram poster, sticky notes, projector, computer, Pixar short films *La Luna* and *Boundin’*

**Standards:**

5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Objectives:**

Students will **compare** and contrast two characters from the story.

Students will **compare** one character’s characteristics from the beginning of the story against their actions at the end of the story.

**Learning Activities:**

Introduction:

* Find your character bulletin board
* Think about how you are similar and how you are different
* Have the groups present a few of their finds to the class
* We just compared and contrasted ourselves.
* Who remembers what compare and contrast mean?

Discussion:

* Today we are going to work on comparing different characters.
* Who remembers what graphic organizer we can use when comparing and contrasting.
	+ Display Venn diagram
* What goes in each circle? What goes in the overlapping part?
* We are going to start by comparing and contrasting two men in the Pixar short film *La Luna*
	+ Watch short
* First we must label the diagram
	+ Talk with your partner to brainstorm sum similarities and differences
	+ Write ideas on sticky notes and be ready to back up your thinking with details from the movie
	+ Share out with class and stick notes to diagram
* Now we are going to watch one more video but instead of comparing two characters we are going to compare the main character from how he acts in the beginning to how he is in the end.
	+ Watch Pixar short film *Boundin’*
* Created second Venn diagram in same format as before

Venn Diagrams:

* Now that you have had some practice you are going to make one with your partner.
* Each group has been focusing on one character and posting their information on the bulletin board. You are going to compare your character with their Westing Game partner.
* Each person will fill out his or her Venn diagram.
	+ If you need some information about the character’s partner you can refer to the character bulletin board.
* Add some of your thinking and the details that you used from the text.
* Pass out Venn Diagrams

Done Early:

* Those done early can answer questions about their character that other groups have.
* Early finishers can compare their diagram to the diagrams of the group with their characters’ partner.
* Students can create another Venn diagram comparing their character in the beginning of the story to the character in that point of the story in reading log.
* Students finishing early can compare and contrast the first heir meeting to the second heir meeting in their reading log.

**Assessment:**

The teacher will listen to the discussion and view the sticky notes the students have after watching the short films.

Students will fill in a Venn diagram demonstrating their ability to compare and contrast two characters. After finishing the story the students will write a paragraph comparing their character throughout the book (focusing the character development) using details from the story.

**Reflection:**

Point of View

**Grade Level:** 5th grade

**Subject(s) Area:** Language Arts

**Materials Needed:**

* Chart paper, markers, nursery rhyme website, *Favorite Nursery Rhymes from Mother Goose* by Scott Gustafson, writer’s notebook, pencils, example rhyme

**Standards:**

* 5.RL.6 - Describe how a narrator’s or speaker’s point of view influences how events are described.
* 5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Objectives:**

Students will **determine** who the narrator is and how their point of view influences events.

Students will **change** a nursery rhyme by altering the narrator and point of view.

**Learning Activities:**

Introduction

* Have the class tell what they see. (You and whatever is behind you) Then contradict them by telling them your view (them and their background)
* Everybody sees things differently and it isn’t just looking at different things but how they see and experience different things
* Have one person tell you what they see and describe it. Look at and describe the same thing in different ways.

Discussion

* What do you remember about point of view?
	+ Turn and talk with neighbor
	+ Share out with class and create chart of different point of view as discussion goes
* Why do authors use different point of view?
	+ Hearing the story or event from different people tells can change what happens or what is seen.
* Think about the activity we just did. Even though we all looked at the same thing we described it in different ways.
* We’ve been reading *The Westing Game*. Who is the narrator? That’s right the narrator changes every chapter and even within the chapter.
* Why did the author choose to change the point of view and not just pick one narrator?

Rewrite known nursery rhymes

* Now we are going to experiment with point of view
* We are going to write a nursery rhyme from a different point of view
* This is my example (read aloud to class)
* What was the original nursery rhyme? Who was the narrator before and after?
* How did changing the narrator change the story?
* Take out your writer’s notebook and a pencil.
* Each of you will choose a rhyme and write your new version in your writer’s notebook.
	+ Remember to give your version a title and use 5th grade writing skills.
* I have a website and book you can peruse for rhyme ideas at the front of the class.
* When you are done with your rhyme answer the questions on the board at the bottom of your page and place your notebook in the basket. I am excited to see which points of view you choose!
	+ How did you change the point of view or who is the new narrator?
	+ Compare your version with the original and list three ways how altering the point of view changed the story.

Early finishers:

* Those done early can add a picture
* Students who finish early can revise their work and make corrections.

**Assessment:**

The teacher will listen to the students’ discussions and responses. The students will write a nursery rhyme with an altered point of view and narrator. The student will also answer the above questions to display their learning and knowledge about how the point of view can change the description of the story. The teacher will read the students’ stories and responses to the board questions.

**Reflection:**

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Opinion Pieces

**Grade Level:** 5th grade

**Subject(s) Area:** Language Arts

**Materials Needed:**

* Newspapers, markers blue and green, anchor chart paper, notebook paper, pencils

**Standards:**

* 5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
* 5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Objectives:**

Students will **compile** reasons and information about a character and the Westing Game mystery.

Students will **propose** an opinion about who murdered Sam Westing and support the opinion with reasoning and information from the text.

**Learning Activities:**

Introduction:

* Read short article from the newspaper. Ask the class if it is fact or opinion.
	+ How do you know?
* Make chart with class
	+ Fact – can be proven & Key words are science, facts, dates, etc.
	+ Opinion – what someone thinks, believes, or feels & Key words = believe, feel, -er/-est word, etc.
* I am going to tell you a fact or opinion your job is to determine which it is.
	+ If it is fact put your fist on your open hand (like rock in rock, paper, scissors)
	+ If opinion make waves with your hand (because it can change)

Newspaper:

* Each of you will come and get a newspaper
* Find as many one fact based articles as possible within the time allotted
	+ Use a blue marker to underline the facts that told you it was a fact based article
* Next, your job is to find as many opinion based articles as possible in the time allotted
	+ Using a green marker underline the information and reasoning within the article that you used to identify it
* Get into groups of four
* Each of you will share one opinion and one fact based article with in your group

Writing:

* Get out your investigation folder, notebook paper, and a pencil
* Your job is to write an opinion piece about who you think the murderer is.
* Use reasoning and information from the book and discussions to support your opinion.
* Can anybody be incorrect?
* Start writing and make sure to use 5th grade writing skills

Closing:

* Have students find others with same opinion of who the murderer is and have them discuss their reasoning
* Have the groups share their opinions with the rest of the class.
* As students put away ask the even number students to tell an odd number student what opinion is based on and have the odd numbered student say what fact is based on.

**Assessment:**

The teacher will listen to the students’ discussions and responses to questions. The students will find fact and opinion articles in the newspaper and mark opinion with green and fact with blue. Students will underline the reasoning and information that they used to decide what type of article it was. The student will write an opinion piece about who murdered Sam Westing and will include reasoning and information from the text or discussions.

**Reflection:**

American Symbols

**Grade Level:** 5th grade

**Subject(s) Area:** Social Studies

**Materials Needed:**

* Computers, projector, picture of American flag, Star Spangled Banner, My Country ‘Tis of Thee, white board, markers, song links

**Standards:**

5.2.1 - Explain the significance of America’s symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner)

**Objectives:**

Students will

**Learning Activities:**

Introduction:

* Play the Star Spangled banner or My country ‘Tis of Thee
	+ <http://www.usa-flag-site.org/song-lyrics/>
* What just played?
* Do you know that these are symbols of America?

Discussion:

* What is a symbol?
* Symbols are items that represent something else.
* For example: While writing we use symbols to represent the sounds of the alphabet.
* We have symbols that stand for and represent the United States. They are American Symbols.
* One American symbol is the bald eagle and another is the American Flag. Can you think of other things that might be American Symbols?
	+ Write them down on a piece of paper.
	+ Share with a neighbor and a few with the class.
* You all can up with some great examples of American Symbols, but even though knowing what symbols are, it is even more important to understand what the symbols significance is. Why should we care about it?
	+ Display picture of the American Flag.
	+ The flag represents the thirteen colonies with the number of stripes. The flag represents much more, too. Does anyone have any guesses to what else the flag represents and its significance?
		- Listen to answers, but if none are given leave question unanswered.

Web quest:

* Handout web quest worksheet
* Give all students a way to connect to the internet (LMS time?)
* Please put your name on the paper and then direct your attention to the directions
	+ Read aloud to class
* Give work time and wonder through class to monitor progress and staying on task
* Discuss each symbol and while showing picture after quest is completed.

**Assessment:**

The teacher will listen to responses and discussions between the students. The students will complete a web quest where they will write down three facts that explain the significance of different American symbols. The class will play a review game. The teacher will monitor answers given by the students:

* Split the class into two teams.
* One student from each team will be up.
* They will listen to a question and then run to the board to write or draw the answer.
	+ Draw the American symbol for the Thirteen Colonies and 50 states.
	+ What is the significance of the Pledge of Allegiance?
	+ Each symbol will have a drawing and explaining question
	+ The first student done with the correct answer gets the point for their team

**Reflection:**

**American Symbol Web Quest Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions:

Using the Internet you will research each of the American symbols found below. You will find three facts that explain the significance of the symbols or what it means. Write the beginning of the website address after the object: **Pledge of Allegiance: www.example.com**

Use this URL to get started: http://www.statesymbolsusa.org/us/symbols/national

1. Pledge of Allegiance:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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2. Statue of Liberty:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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3. Liberty Bell:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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4. American Flag:

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5. Star Spangled Banner:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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6. Uncle Sam

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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7. Bald eagle:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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Choose a different symbol that represents America to share with the class.

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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