

NYC Department of Education
Department of Social Studies
Unit of Study

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Department of Social Studies

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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**THE UNITED STATES
TABLE OF CONTENTS**

I. <u>The Planning Framework</u>	1
How This Unit Was Developed	3
Teacher Background: The United States	4
Brainstorm Web	7
Essential Question	8
Sample Daily Planner	9
Learning and Performance Standards	15
Social Studies Scope and Sequence	18
II. <u>Principles Guiding Quality Social Studies Instruction</u>	19
Principles of Quality Social Studies Instruction	21
Preparing Children for Global Community	22
Inquiry in the Social Studies Classroom	24
Social Studies Skills	25
New Research on Content Literacy and Academic Vocabulary	26
Social Studies Content Area Reading Strategies	27
Diversity and Multiple Perspectives: An Essential Component	30
Reading As a Historian	32
How to Develop Concept Understanding	35
Interdisciplinary Models: Literacy and Social Studies as Natural Partners	37
III. <u>Teaching Strategies</u>	39
Social Studies Case Study	41
Text Structures Found in Social Studies Texts	42
Encouraging Accountable Talk	45
Project-Based Learning	46
Successful Strategies for Implementing Document-Based Questions	47
Assessing Student Understanding	51
Multiple Intelligences	53
Bloom’s Taxonomy	54
Maximizing Field Trip Potential	55
IV. <u>Sample Lessons, Materials and Resources</u>	57
Trade Book Text Sets	59
Getting Ready for the NYS Grade 5 Social Studies Exam	61
Academic Vocabulary	62
Engaging the Student/Launching the Unit	63
Lesson Plans	65
Putting It All Together	124
Field Trips for The United States	125
V. <u>Additional Resources</u>	127
Templates	129
Bibliography	143
Professional Resources	147

I.

The Planning Framework *The United States*



The Original Star-Spangled Banner

http://www.si.edu/Encyclopedia_Si/nmah/images/banner.jpg

HOW THIS UNIT WAS DEVELOPED

- This unit is the second unit of the Grade 5 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **The United States** is *“How do geography, economics, people, and key events connect to shape a nation?”*
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the way in which the United States expanded. Therefore, one of the focus questions is, “How did the United States grow and expand?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.
- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND THE UNITED STATES

“The greatness of America lies not in being more enlightened than any other nation, but rather in her ability to repair her faults.”
-Alexis de Tocqueville

European explorers departed the ‘Old World’ in search of new trade routes. When they arrived in North America on the coast of what would become the United States, the size and scope of the nation that would develop was unimaginable. Initially these explorers believed they had arrived on an Eastern continent! As a result the indigenous people of America were called Indians by the explorers, referring to the belief that the explorers had arrived in India. Upon the realization that they had reached a ‘New World,’ exploration and colonization began; these were the first steps toward what would become the United States.

One way to broadly look at the history of the United States is to identify turning points, or events that resulted in decisive changes. Key turning points occur from the convergence of individuals, ideas, systems, institutions and events. These pivotal and defining moments should be viewed through a variety of lenses or from multiple perspectives since the resulting changes and conditions did not affect all Americans in the same way. A turning point may offer great hope and possibilities for one group of people, while another faces oppression and discrimination.

Colonization

People who settled in America during the period of colonization came for many reasons. They emigrated for religious freedom, political reasons, adventure, release from prisons as debtors, and economic opportunities such as trade, commerce, and land wealth. Most men and women who colonized America experienced many hardships and even years of servitude. Over one half of all European migrants to Colonial America arrived as indentured servants.

The colonization of America can be viewed as a turning point since its people and leaders planted the seeds for today’s political and economic systems. Colonists laid the foundation for our government today with the establishment of representative legislatures such as the House of Burgesses. First Amendment rights originated from colonial town meetings while religious freedom and freedom of the press were established by the Peter Zenger trial.

Native Americans at the time had a viable trade, both locally and regionally. The Europeans disrupted these systems and transformed trade into a global enterprise, supported by the Triangular Trade. While colonists greatly benefited from trade, many Africans were forcibly enslaved and transplanted to the Western Hemisphere to work on plantations and to help build the colonies. Also, counter to Native American beliefs, colonists brought with them the economic principle that land equals wealth. As more Europeans arrived, land was needed for the expansion of the colonies. European colonization devastated Native American life through epidemics, wars, exploitation, forced evictions, and loss of cultural identity. The growth and development of the colonies contrasted sharply with the treatment of the Native Americans and the early Africans.

Independence

In time, the intersection of dynamic individuals and historic events led the colonies to revolution. Many Americans such as Patrick Henry, Paul Revere, John Adams, Thomas Jefferson, and Ben Franklin initiated the movement toward an independent nation. After two Continental Congresses, these influential citizens decided that nothing short of independence would do. The Declaration of Independence represented a decisive and historic change in events, another turning point, with the creation of a new, independent nation.

It is important to understand, however, that the revolutionary ideas and freedoms of the Declaration of Independence did not apply to all. Even though women, non-whites and men without property were instrumental in the fight for independence, it would be some time before they were able to realize the liberties promised in the Declaration of Independence.

The fight for freedom, the belief in a new American ideal and a new alliance with the French ultimately brought American victory and the end of the American Revolution with the Treaty of Paris in 1783. With this extraordinary victory came the challenges of creating a new government. The Articles of Confederation proved too weak to adequately govern the new nation. Realizing the need for change, colonial leaders convened once again to revise their plan for government, and drafted a new plan that still exists today, the U.S. Constitution. Though the completion of the Constitution brought unity, many issues would continue to hang in the balance for the new nation whose existence and identity were tied to the idea of freedom. The country had growing pains ahead.

Growth and Expansion

As the country grew, American ideals continued to be adapted and refined. Manifest Destiny, the belief that America was destined to grow in size from Eastern shore to Western shore, led to the continued growth and expansion of the U.S.

The dream and then the fulfillment of ‘Manifest Destiny’ was a turning point in the course of American history. As pioneers headed west on the Oregon Trail, in search of gold and in search of a better life, America was increasingly viewed as a land with limitless possibilities. As these lands and limitless possibilities were explored and settled, the country had to face the ugly truths and unresolved issues regarding slavery and the treatment of Native Americans. While expansion and growth under Manifest Destiny offered new beginnings to pioneers, African Americans continued to experience the horrors of slavery as it was established in many of the new territories and Native Americans suffered the loss of their lands and the elimination of their way of life.

Industrialization

The arrival of the 19th century brought a fundamental shift in the agricultural tradition of America. Advances in technology decreased the number of people necessary to operate farms and greater opportunities existed in the fast-developing urban centers. This movement of people resulted in a big population shift away from the farms and to the cities.

The beginnings of the Industrial Revolution in America could be seen as early as the late 18th century with the development of the first factories, textile mills, and the invention of Eli Whitney’s cotton gin. Eli Whitney also introduced the use of interchangeable parts in gun manufacturing. This concept, when broadly applied, revolutionized America’s early industries. It allowed for the building of canals and railways in the first half of the 19th century. As manufacturing increased due to better means of production and more efficient transportation methods, new immigrants entered the U.S. and provided the inexpensive

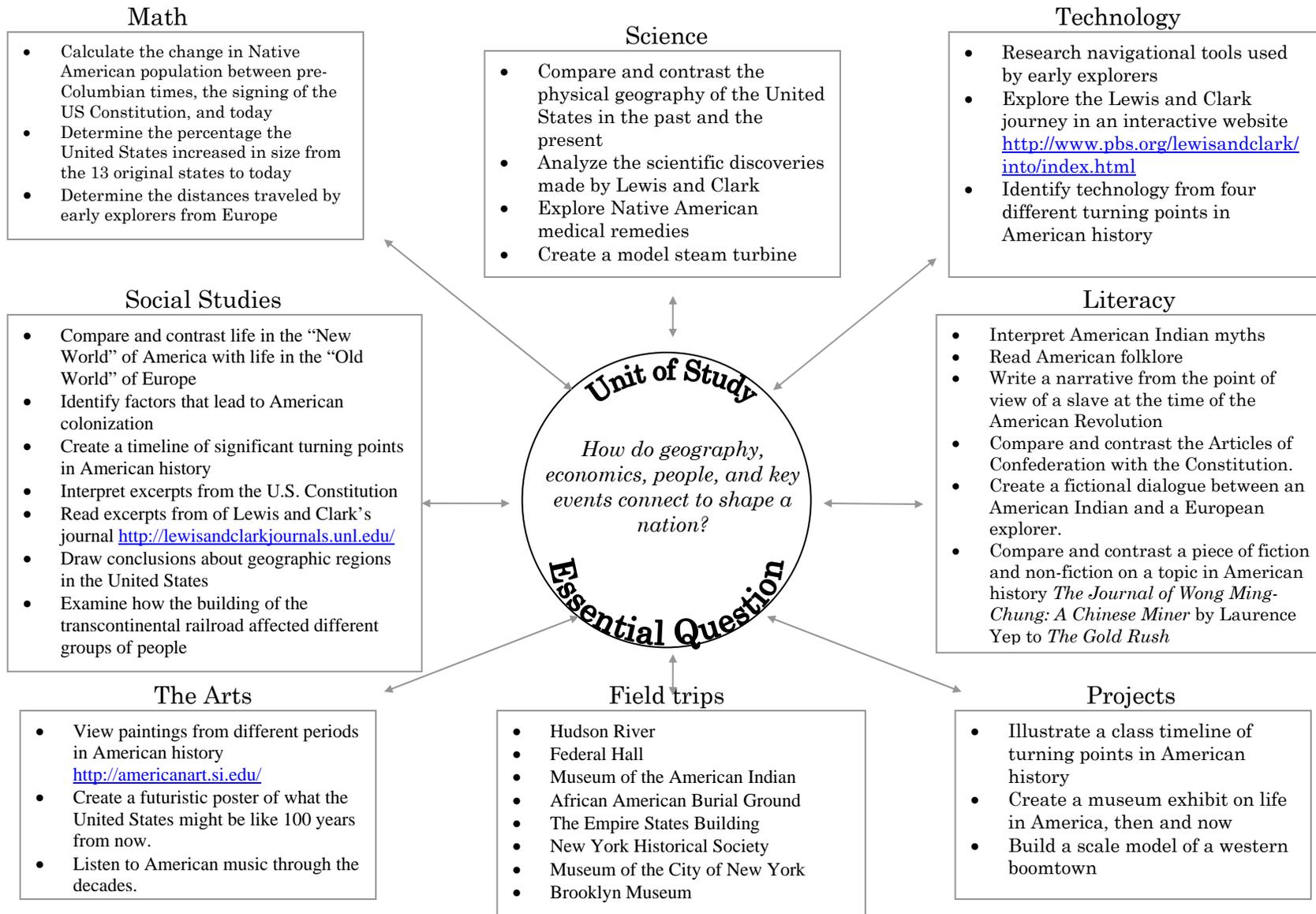
labor needed to operate factories. The Industrial Revolution was the engine that brought the U.S. from a rural to an urban nation, another turning point in the history of America. As with other turning points, the Industrial Revolution brought the growth of cities and urban centers, inventions, factories and opportunities as well as an abused and exploited labor force that included children.

The United States Today

The United States of America continued to grow and change from its colonial beginnings, to the fulfillment of Manifest Destiny, through Industrialization, the Civil War, Reconstruction, Progressive era, and so many other defining eras to the problems and successes the country faces today. The controversies of the past continue to confront the nation while new ones develop as citizens and leaders grapple with the issues of freedom, equality, immigration, education, national politics, global politics and the future.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.

BRAINSTORM WEB



ESSENTIAL QUESTION

How do geography, economics, people, and key events connect to shape a nation?

Content/Academic Vocabulary (sample)

turning point	perspective	indigenous	colonization	revolution	constitution
republic	migrate	Manifest Destiny	industrialization	urbanization	

Focus Questions



- How did European colonization change America?
- How did the United States become an independent nation?
- How did the United States grow and expand?
- How did industrialization lead to development in the United States?



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

Understand the factors that led to the colonization of the “New World.”	Analyze a variety of primary and secondary sources relating to important events in American history.
Comprehend the causes and results of the American Revolution.	Interpret information taken from maps, graphs, charts, and other visuals
Draw conclusions about life for indigenous or native people in America.	Use various note-taking strategies
Examine the changing landscape of America through maps and other sources as the country grew and expanded	Select and present creative products in a variety of formats

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How do geography, economics, people, and key events connect to shape a nation?	Colonization: <ul style="list-style-type: none"> • European exploration and the native peoples • Key events and people in the struggle for independence 	<i>Launching the Unit</i> <ul style="list-style-type: none"> • Ask “What if the Europeans never came to America?” • Participate in a read aloud on George Washington from <i>America in the Time of George Washington</i>, pp. 6-7. Discuss the role of individuals in the course of American history. • Explore maps of various events in American history
2.	How do geography, economics, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Turning Points</i> sample lesson <ul style="list-style-type: none"> • Explore the concept of turning points through personal stories • Participate in a book pass to build background knowledge on American history • Identify turning points in American history Consult <i>America in the Time of</i> series
3.	How do geography, economics, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Turning Points</i> sample lesson continued <ul style="list-style-type: none"> • Write about turning points in American history • Build academic vocabulary with a CPR graphic organizer • Explore the unit project
4.	How did European colonization change America?	<ul style="list-style-type: none"> • The role of the English colonies in the Triangular Trade 	<i>The Colonial Experience: An Introduction to Multiple Perspectives</i> sample lesson <ul style="list-style-type: none"> • Participate in a read aloud of “Charleston- A Colonial City”

			<ul style="list-style-type: none"> • Complete a five senses graphic organizer • Write about Charleston from the perspective of an African slave. <p>Consult <i>Places in Time: A New Atlas of American History, The Slave Trade in Early America</i></p>
5.	How did European colonization change America?	<ul style="list-style-type: none"> • European exploration and the native peoples 	<p><i>Colonization's impact on Native Americans</i> sample lesson</p> <ul style="list-style-type: none"> • Examine interactions between European colonizers and Native Americans • Create a journal entry from the perspective of a Native American <p>Consult <i>The New Americans: Colonial Times (1620-1689)</i>, <i>American Indians in the 1800's</i>, <i>Places in Time: A New Atlas of American History</i>, <i>Settling a Continent</i>, <i>English Colonies in America</i></p>
6.	How did European colonization change America?	<ul style="list-style-type: none"> • European exploration and the native peoples 	<p>A Difference of Opinion: Land</p> <ul style="list-style-type: none"> • Discuss how different views or philosophies influence how people perceive natural resources. • How did Native American views about land differ from those of the colonists or the enslaved Africans? Compare and contrast. <p>Consult <i>American Indians in the 1800s</i>, <i>America in the Time of Sitting Bull</i>, <i>The New Americans</i></p>
7.	How did the United States become an independent nation?	<p>Independence:</p> <ul style="list-style-type: none"> • Dissatisfaction with colonial rule • The road to revolution • Key events and people in the struggle for independence 	<p><i>On the Other Hand: The American Revolution</i> sample lesson</p> <ul style="list-style-type: none"> • Examine texts and identify alternative perspectives. <p>Consult <i>America in the Time of George Washington</i>, <i>If You Lived at the Time of the American Revolution</i>, <i>The Revolutionary War</i>,</p>

			<p><i>African-Americans in the Colonies</i></p> <p>Websites:</p> <p>http://www.learner.org/workshops/primarysources/revolution/docs/olive.html#questions</p> <p>http://www.revolutionary-war-and-beyond.com/olive-branch-petition.html</p>
8.	How did the United States become an independent nation?	<p>Independence:</p> <ul style="list-style-type: none"> • Dissatisfaction with colonial rule • The road to revolution • Key events and people in the struggle for independence 	<p>Independence: A Timeline</p> <ul style="list-style-type: none"> • Create an illustrated timeline of key events surrounding American independence <p>Consult <i>America in the Time of George Washington</i>, <i>George Washington: Soldier, Hero, President</i>, <i>The Revolutionary War</i></p>
9.	How did the United States grow and expand?	<p>Growth and Expansion:</p> <ul style="list-style-type: none"> • Manifest Destiny and westward expansion in the United States during the 19th century 	<p><i>The Gold Rush</i> sample lesson</p> <ul style="list-style-type: none"> • Participate in a panning for gold simulation • Conduct an inquiry into the Gold Rush • Create a brochure, post card, or script relating to the pioneer experience. <p>Consult <i>The Gold Rush: California or Bust</i>, <i>The Gold Rush, What People Wore During Westward Expansion</i>, <i>Places in Time: A New Atlas of American History</i>, <i>America in the Time of Lewis and Clark</i>, <i>Immigrants and the Westward Expansion</i>, <i>Who Settled the West</i></p>
10	How did the United States grow and expand?	<p>Growth and Expansion:</p> <ul style="list-style-type: none"> • Manifest Destiny and westward expansion in the United States during the 19th century • Effect of Westward Expansion on the United States, Native Americans, family life, immigrants, etc. • United States' policy toward Native Americans 	<p><i>Building the Railroad</i> sample lesson</p> <ul style="list-style-type: none"> • Examine the Transcontinental Railroad from a single perspective • Compile a class Multiple Perspectives chart to explore different views of the railroad. <p>Consult <i>You Wouldn't Want to Work on the Railroad</i>, <i>Who Settled the West?</i>, <i>The First Railroads</i>, <i>The Trail of Tears</i>, <i>The Great Land Rush</i></p>

11	How did the United States grow and expand?	<ul style="list-style-type: none"> • Effect of Westward Expansion on the United States, Native Americans, family life, immigrants, etc. • United States' policy toward Native Americans 	<p><i>Effects of Westward Expansion on Native Americans</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze different events of Westward Expansion to explore the impact on Native Americans • Write a letter to the US government from the Native American perspective explaining the impact on 'your' people <p>Consult <i>American Indians in the 1800s</i>, <i>America in the Time of the Sitting Bull</i>, <i>The Great Land Rush</i>, <i>Native American Migration</i>, <i>The Trail of Tears</i></p>
12	How did the United States grow and expand?	<ul style="list-style-type: none"> • Effect of Westward Expansion on the United States, Native Americans, family life, immigrants, etc. 	<p><i>African-Americans on the Frontier</i> sample lesson</p> <ul style="list-style-type: none"> • Participate in a read aloud on the Homestead Act • Visit learning stations relating to the African-American experience on the frontier • Assume the role of an African-American pioneer <p>Consult <i>The Homestead Act</i>, <i>America in the Time of the Sitting Bull</i>, <i>The Gold Rush</i>, <i>The Great Land Rush</i>, <i>Life on a Pioneer Homestead</i></p>
13	How did industrialization lead to development in the United States?	<ul style="list-style-type: none"> • Effect of Westward Expansion on the United States, Native Americans, family life, immigrants, etc. 	<p><i>A Train to Somewhere: An Analysis of Historical Fiction</i></p> <ul style="list-style-type: none"> • Discuss the characteristics of historical fiction. • Discuss the advantages and disadvantages of using historical fiction in social studies. • Participate in a read aloud of <i>Train to Somewhere</i> • Identify facts and fiction

14	How did industrialization lead to development in the United States?	<ul style="list-style-type: none"> • Industrialization and the growth of factories • The building of the transcontinental railroads • Growth of cities and the economy 	<p><i>A Picture Walk through the Industrial Revolution</i> sample lesson</p> <ul style="list-style-type: none"> • Examine pictures from the Industrial Revolution in order to determine class structure. <p>Consult <i>Industry Changes America, Smokestacks and Spinning Jennys ,The First Railroads</i></p>
15	How did industrialization lead to development in the United States?	<ul style="list-style-type: none"> • Industrialization and the growth of factories • The building of the transcontinental railroads • Growth of cities and the economy 	<p>A Changing Landscape Collage</p> <ul style="list-style-type: none"> • Create a collage depicting changes in America that resulted from the Industrial Revolution • Write a caption explaining the changes and predicting what future changes will come from new technology and innovations.
16	How do geography, economics, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project</i></p> <ul style="list-style-type: none"> • Revise chapter titles and turning point (historical overview) paragraphs. Revise multiple perspectives paragraph for the introduction. • Decide on selections for each chapter. This includes representation of each perspective as well as any images. Revise selections.
17	How do geography, economics, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project</i></p> <ul style="list-style-type: none"> • Complete final drafts. • Create table of contents. • Create cover. • Determine layout.
18	How do geography, economics, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project</i></p> <ul style="list-style-type: none"> • Compile book.

19	How do geography, economics, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Putting It All Together</i> <ul style="list-style-type: none">• Discuss the technological revolution as a possible turning point.• Examine current events for examples of multiple perspectives.• Discuss possibilities for future growth and expansion for the United States and the world.
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**LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: THE UNITED STATES**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p>World History Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a</p>	<p>1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.2b: Recognize how traditions and practices were passed from one generation to the next.</p> <p>1.3c: Identify individuals who have helped strengthen democracy in the United States and throughout the world.</p> <p>1.4a: Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>1.4c: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>2.1b: Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.</p>

variety of perspectives.

Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Geography

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Economics

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

2.3a: Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.

3.1a: Study about how people live, work, and utilize natural resources.

3.1e: Investigate how people depend on and modify the physical environment.

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

5.1a: Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.

5.1d: Understand that social and political systems are based upon people's beliefs.

***Sample list of strategies that Social Studies and ELA have in common.
Check all that apply and add new strategies below***

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others		Families	The Neighborhood	
First	Families are Important	Families, Now and Long Ago		Families in Communities	The Community	
Second	Our Community's Geography	New York City Over Time		Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities			Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)	The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945	Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		

II.

Principles Guiding the Development of this Unit



The Original Star-Spangled Banner
http://www.si.edu/Encyclopedia_Si/nmah/starflag.htm

PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

PREPARING CHILDREN FOR A GLOBAL COMMUNITY

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute, Globalization101.org*) while exchanging ideas, customs and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Student must understand that globally aware citizens are able to:

- connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological and cultural influence on all peoples of the world
- Participate in local and global economies
- Be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses
- Celebrate similarities amongst different groups of people
- Understand and respect peoples' differences
- Use electronic technologies in order to research people and cultures in every world region
- Understand the importance of cross-cultural communication, both within the United States and across borders
- Recognize and reduce stereotypes and prejudices
- Have compassion for all peoples of the world

Social Studies and the World, 2005

The National Council for the Social Studies (NCSS) believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.

NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture:** What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity and Change:** What happened in the past and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments:** How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity:** What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both local and global?
- **Power, Authority, and Governance:** How do different political structures compare and contrast with that of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society:** How do changes in science and technology impact individuals, groups, nations and the world?
- **Global Connections:** How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices:** How can students participate in meaningful civic action?

Resources

The Sister School Project partners classes in different countries with classrooms in the U.S. <http://www.globalawareness.com>

National Geographic has a variety of educator resources, such as maps, photos, and news stories. <http://www.nationalgeographic.com/education/>

The New York Times Learning Network has current event articles, global history lesson plans, and other educator resources. <http://www.nytimes.com/learning/index.html>

Globalization101.org provides an interdisciplinary approach to studying globalization, and background concerning various issues. <http://www.globalization101.org/>

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read.

Use graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance. When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

Stress key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” From NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> (“facts”).
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , “actual” and “mock.”	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the “right answer.”</i>
Get <i>interested</i> in contradictions, ambiguity.	<i>Resolve or ignore contradictions, ambiguity.</i>
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p><i>Source:</i> From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department / San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...Activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- | | |
|-------------------------------------|--|
| Heidi Hayes Jacobs | <i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty | <i>How to Integrate Curricula: The Mindful School</i> |
| David B. Ackerman | <i>Intellectual & Practical Criteria for Successful Curriculum Integration</i> |
| Davis N. Perkins | <i>Knowledge by Design</i> |
| Grant Wiggins & Jay McTighe | <i>Understanding by Design</i> |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction & Understanding by Design</i> |
| Harvey Daniels & Steven Zemelman | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i> |
| Stephanie Harvey | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i> |

III.

Teaching Strategies



The Original Star-Spangled Banner
http://www.si.edu/Encyclopedia_Si/nmah/starflag.htm

SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in case studies, deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony's development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes,” while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
<p>Chronological Sequence: organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
<p>Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?

<p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text?
<p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> - What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
<p>Episode: organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> - What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general?

<p>Generalization/ Principle: organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> - What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?
<p>Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> - What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion-referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools.” They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trip sheets” • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<p>A. Factual Knowledge</p> <p>B. Conceptual Knowledge</p> <p>C. Procedural Knowledge</p> <p>D. Metacognitive Knowledge</p>	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> Execute (carry out) Implement (use) 	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	Make judgments based on criteria and standards <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources



The Original Star-Spangled Banner
http://www.si.edu/Encyclopedia_Si/nmah/starflag.htm

TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

Getting Ready for the NYS 5th Grade Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 5th Grade Social Studies Exam. Making students aware of the skills they are using will help them gain the confidence they need to succeed on the exam. The following suggestions offer further support to students:

Objective or Multiple Choice:

- Have students design their own multiple choice questions and exchange them with a partner. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Discuss multiple-choice strategies such as process of elimination, reading all answer choices, using information found throughout the exam to assist in answering questions.
- Use sample questions used on past exams
- Analyze the way that these types of questions are presented/constructed.

Constructed Response Questions (CRQs):

- Have students create questions to accompany the various primary documents found throughout the unit. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Have students practice inferring and interpreting information from primary and secondary sources often.
- Provide sample documents used on past exams
- Analyze the types of questions asked when students are asked to view and interpret documents (example: comparing and contrasting 2 or more documents from the same period, etc.)

Document Based Questions (DBQs):

- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background for a DBQ imitating the voice of the historical background provided in an actual DBQ.
- Instruct students on how to create an outline from the bullet points of a DBQ.
- Provide samples from past exams.

ACADEMIC VOCABULARY

CPR: Bringing Academic Vocabulary to Life

CPR helps students learn words more meaningfully. Students may use this as a template for index cards or for their notebooks. Provide students with a student-friendly definition to explore on the front of their card. After exploring the word in context, students can then complete the back of the card.

More Tools for Teaching Content Literacy, 2008. By Janet Allen Copyright 2007

FRONT

<p>Word and Content:</p> <p>a point (or situation) where an important change occurs</p> <p>The Battle of Saratoga was a turning point in the American Revolution.</p>	<p>Restate explanation or experience in your own words:</p>
<p>Create a visual (labels) to illustrate word meaning:</p>	<p>Make a connection to help you remember the word:</p>

TURNING POINT

BACK

<p>Write some questions that use the phrase 'Turning Point.'</p>
--

ENGAGING THE STUDENT/ LAUNCHING THE UNIT THE UNITED STATES

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students - giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the unit “The United States” is by having the students complete a counterfactual. A counterfactual is an exploration of something that might have happened, but didn’t. In other words students complete a “what if.” Have students imagine that Europeans never colonized the United States. Students could write about the impact on both the North American continent and the world.

Tell students that the answer is the United States and that they must come up with ten possible questions. (Note: Students have studied New York State history in 4th grade. You may challenge the students by restricting them to certain time periods in history.)

Read aloud pp. 6-7 of *America in the Time of George Washington*. Discuss the role of individuals in history. What contributions did George Washington make to the birth of the country? Would someone else have fulfilled the role if he hadn’t? Who else played a key role in the shaping of the nation?

Finally you can have students activate prior knowledge and build background knowledge through a geography activity. Organize select trade books according to time periods and tag maps within books with post-its. Have students circulate through centers making observations about the growth and development of the United States on chart paper at each station. Chart paper could be posted and referred to throughout the unit, with students confirming or amending their initial observations. You could challenge students to complete this activity from one perspective such as a European-American, an African-American, or a Native American.

Gr. 5 SS Exam Alert

Provides practice with interpreting maps.

Possible Geography Centers

Topic	Author	Title	Pages
Colonization	Harcourt	<i>Settling a Continent</i>	7, 23, 27, 29
	Betsy Maestro and Giulio Maestro	<i>The New Americans: Colonial Times</i>	6-8, 18, 29, 40
	Lewis K. Parker	<i>English Colonies in the Americas</i>	4
	Lewis K. Parker	<i>Dutch Colonies in the Americas</i>	5
Independence	Cynthia Klingel and Robert B. Noyed	<i>The Revolutionary War</i>	3
	Justine and Ron Fontes	<i>George Washington: Soldier, Hero, President</i>	5, 45
	Sally Senzell Isaacs	<i>America in the Time of George Washington</i>	4, 27, 42
Growth and Expansion	Christin Ditchfield	<i>The Lewis and Clark Expedition</i>	7, 23
	Diane Stanley	<i>Roughing it on the Oregon Trail</i>	First and last page
	Sally Senzell Isaacs	<i>The Great Land Rush</i>	28-29
	Emily Raabe	<i>The Gold Rush: California or Bust!</i>	4, 8
	Sally Senzell Isaacs	<i>The Gold Rush</i>	28-29
Displacement of Native Americans	Michael Burgan	<i>The Trail of Tears</i>	5, 7, 17
	Sally Senzell Isaacs	<i>The Trail of Tears</i>	23, 28-29
	Robert Alarcon	<i>American Indians in the 1800's</i>	10, 13
	Sally Senzell Isaacs	<i>America in the Time of Sitting Bull</i>	7, 12, 42-43
	Tracee Sioux	<i>Native American Migration</i>	4
Industrialization	Emily Laber	<i>Industry Changes America</i>	11
	Sally Senzell Isaacs	<i>The First Railroads</i>	28-29
	Elspeth Leacock and Susan Buckley	<i>Places in Time: A New Atlas of American History</i>	28, 40-42

LESSON PLANS
TURNING POINTS IN AMERICAN HISTORY

(This lesson covers 2 days)

Unit of Study/Theme: The United States

Essential question: How do geography, economics, people, and key events connect to shape a nation?

The Teaching Point:

- Students will be able to identify turning points in history by demonstrating an understanding of turning point in their lives
- Students will identify turning points by finding evidence of change

Why/Purpose/Connection: This lesson provides a framework for studying history. The lesson also builds background necessary for the unit of study and the completion of the unit project.

Materials/Resources/Readings:

- Various titles from the trade book text set
- Book Pass form
- Turning Point Paragraph Guide
- Graphic organizer: CPR: Academic Vocabulary
- Research folders or envelopes for each group
- Unit Project instructions and rubric

Model/Demonstration:

- Motivation: Teacher engages students by directing them to make a list of important events in their lives
- Teacher instructs students to place these events in chronological order.
- Teacher asks students to pick one event from their list that they feel resulted in a big change and explain why that change occurred. Teacher can model with an example from his/her own life.
- Teacher asks students to share some of their examples.
- Teacher explains that an event that causes a big change is a turning point.
- Teacher explains that in this unit students will explore turning points in American history.
- Teacher introduces the 'book pass' activity. *Note: A book pass provides an opportunity for students to look at a large number of books relating to an area of focus. Students build background knowledge while becoming familiar with the texts that will be used throughout the unit. (Tools for Teaching Content Literacy, by Janet Allen, 2004.)* Teacher provides student groups with a sampling of the trade books. Teacher should make sure that each groups' sampling spans multiple topics in American history. Teacher distributes the book pass form and models methods of previewing a book. Teacher displays the book pass form and demonstrates recording the title and author. Teacher then previews the table of contents and the index, as well as other text

- features. Teacher records one comment about a historic event and one question.
- Students spend a few minutes completing the book pass. Teacher then asks student groups to make a list of important or significant events in American history that they noted during the book pass.

Guided Practice:

- Teacher asks student groups to think of changes in history that came about as a result of an event on their list. Teacher asks students to select one item that is possibly a turning point, an event that resulted in big changes and to explain why it could be considered a turning point.
- Teacher charts response from each group.

Independent Exploration:

Day 2

- Teacher explains that at the culmination of this unit students are going to ‘publish’ a non-fiction picture book on turning points in American history. Teacher displays a book from the ‘*America in the Time Of*’ series and explains that this series will be the model.
- Teacher displays four focus questions:
 - How did European colonization change America? (Colonization)
 - How did the United States become an independent nation? (Independence)
 - How did the United States grow and expand? (Westward Expansion)
 - How did industrialization lead to development in the US? (Industrial Revolution)
- Teacher explains that these are four examples of turning points in America’s history and these turning points will be the chapters of their picture book.
- Teacher explains that the picture books must include creative chapter titles and a short background paragraph on each period explaining how it was a turning point. Students will use the notes from the book pass as well as have the trade books available for further reference. Student groups will need four copies of the writing guide. (Note to teacher: Student groups could collaborate on the titles and then divide the work between them with each group member completing a paragraph.)

Differentiation:

- Teacher distributes trade books for book pass based on student reading level.

Share/Closure:

- Student groups should be given research folders or envelopes. Teacher distributes instructions with rubric and planning template for the project. Teacher reviews instructions and allows for questions. Teacher points out to students where the final draft of their turning point paragraph will go on the template, and points out the similarities in the template and the *America in the Time Of* series. Teacher may allow students to peruse model books at this time. Students should place all of their work in their research folder. Since folders contain group work, teacher should store folders.

Assessment:

- Teacher evaluates paragraphs and chapter titles

Next Steps: Students will use their understanding of turning points to explore the multiple perspectives on events in history.

Book Pass: American History (Adapted from Dr. Janet Allen)

Fill in the title, the author, one comment and one question for each book that you preview.

Title	Author	Comment	Question

List 5 events from American history

1. _____
2. _____
3. _____
4. _____
5. _____

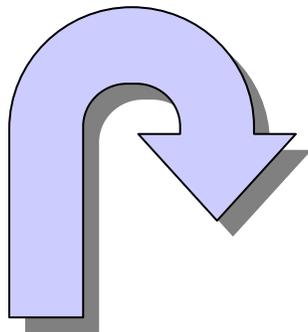
Turning Point Paragraph Guide

For each turning point, brainstorm possible chapter titles. Then, gather facts relating to the turning point. List three changes resulting from the facts. Finally, write a paragraph explaining the turning point.

Turning Point: _____

Brainstorm possible chapter titles:

- _____
- _____
- _____
- _____



5 Facts:

1. _____
2. _____
3. _____
4. _____
5. _____

3 changes that resulted from the event:

1. _____
2. _____
3. _____

Introductory sentence:

Body

Closing

IMPACT OF COLONIZATION ON NATIVE AMERICANS

Unit of Study/Theme: The United States

Focus Question: How did European colonization change America?

The Teaching Point: Students will be able identify the consequences of European settlement on Native American groups through an analytical reading of text selections and interpretation of images.

Why/Purpose/Connection: This lesson enables students to view early European colonization in a broader context as they understand the implications of colonization on Native Americans.

Materials/Resources/Readings:

- Titles from the trade book set:
 - *The New Americans: Colonial Times 1620-1689*
 - *American Indians in the 1800s*
 - *Places in Time: A New Atlas of American History*
 - *Settling a Continent*
 - *English Colonies in America*
- Events and Consequences Graphic Organizer

Model/Demonstration:

- Motivation: The teacher asks the students to imagine that a large family they had never met before suddenly came to their home and moved in. Teacher pauses and asks students to turn and talk about how they would treat their guests and how they would feel. The teacher continues that this is a family of recent immigrants who do not speak their language. Teacher asks students to turn and talk about how this would change their relationship with their guest. The teacher then explains that this family makes themselves at home by eating their food, watching their TV, and eventually moving into their room and taking their bed so that they are forced to sleep on the couch or the floor. The teacher asks the class to turn and talk to their partners about how their relationship with their guests changes.
- Teacher then relates the above scenario to the experiences of Native American groups when the first colonists arrived in North America. Teacher reads aloud *The New Americans: Colonial Times 1620-1689* pages 6 and 7.
- Teacher explains that students will use the assigned selections to investigate the relationship between Europeans and Native Americans, in particular how events initiated by the Europeans resulted in severe consequences for the Native Americans.

Guided Practice:

- Teacher explains that students will examine four sources to gain an understanding of how colonization impacted the Native Americans.

- Teacher distributes the Events and Consequences chart and tells the students to read the instructions. Teacher explains that students will listen for events and consequences during the read aloud.
- Teacher continues the read aloud from *The New Americans*, pp. 8-11. Teacher asks students to assist in completing the first row of the Events and Consequences chart. Teacher models the writing of the notes into the chart.

Independent Exploration:

- Teacher divides students into groups and asks each group to complete the chart using the assigned sources.

Differentiation:

- Extra support: Teacher may conduct a shared reading of an additional selection to help a group complete the chart.
- Extra support: Students may create a visual depiction of the interaction between Native Americans and Europeans.

Share/Closure:

- Teacher facilitates a discussion on the Native American experience at the time of colonization. Guiding questions include:
 - How did the Native American experience differ among individuals? How did it differ among indigenous groups?
 - How do the perspectives of various sources differ? Do some books seem to treat the interaction as positive and others as more negative?
 - After looking at a variety of sources and events, what is your conclusion about the impact of colonization on Native Americans?
- Students write a journal entry from the perspective of a Native American at the time of colonization. Students should place journal entries in their research folder.

Assessment:

- Teacher evaluates chart.
- Teacher evaluates student writing.

Next Steps: Students will edit and revise their journal entries.

Text Selections:

Title	Author	Copies	Pages
<i>The New Americans</i>	Betsy Maestro	2	Text selection: 12-13
<i>English Colonies in the Americas</i>	Lewis K. Parker	6	Image: p 6, 7
<i>Settling a Continent</i>	Harcourt	6	Text: 14-19
<i>Places in Time: A New Atlas of American History</i>	Elspeth Leacock, Susan Buckley	3	Text and image: 12-13
<i>American Indians in the 1800</i>	Robert Alarcon	2	Text: 4-5

Events and Consequences

Directions: Fill in the chart below in order to gain an understanding of the consequences of European colonization on Native Americans.

Europeans Arrive in the New World		
Source	European Event	Consequence for Native Americans
<i>The New Americans: Colonial Times, 1620-1689</i>	Europeans arrive at Plymouth to set up colony.	Native Americans set up peace treaty with new settlers.
By Betsy Maestro	Many Europeans are dying of disease.	Native Americans help new settlers and celebrate first Thanksgiving.

COLONIZATION AND SLAVERY

Unit of Study/Theme: The United States

Focus question: How did European colonization change America?

The Teaching Point:

- Students will be able to identify multiple perspectives of events in history during a read aloud and shared reading.

Why/Purpose/Connection: This lesson examines how events in American history affected groups of people in different ways.

Materials/Resources/Readings:

- **Titles from the trade book text set:**
 - *Places in History: A New Atlas of American History*
 - *The Slave Trade in Early America*
- **Websites:**
 - <http://www.nps.gov/nr/travel/charleston/osm.htm> (Description of slave market)
 - http://www.geocities.com/eyre_crowe/slave_sale_charleston_coloured.jpg (Image of slave market)
- “Point of View” by Shel Silverstein
- Five Senses Graphic Organizer (2 copies)
- A-Z Portable Word Wall

Model/Demonstration:

- Motivation: Teacher reads aloud “Point of View” by Shel Silverstein
- Teacher explains that throughout this unit students will be challenged to see different points of view, or multiple perspectives.
- Teacher explains that students will be listening to a reading about colonial Charleston, and that they need to listen for descriptions. Teacher distributes an A-Z word wall and tells students they are to use it to record descriptive words. *Note: A word wall provides students with a place to collect specialized vocabulary (Reading History, by Janet Allen, 2005).*
- Teacher leads a shared reading of, “Charleston-A Colonial City,” p. 14 of *Places in History: A New Atlas of American History*
- Teacher asks students to work with a partner to fill in the Five Senses Description of Charleston. Teacher reminds students to fill in the center with the person they think is providing the description. Students may refer to their A-Z word wall for ideas.
- Teacher charts class responses and asks what clues are in the reading to help determine the identity of the individual who is describing the city.
- Teacher asks students to refer to the reading to identify other people who would have been living in Charleston at this time.

Guided Practice:

- Teacher provides students with the perspective of an enslaved African through an image, a shared reading, or an independent reading on Charleston's slave market.
 - Image: *The Slave Trade in Early America*, cover, p.23
 - Reading: *The Slave Trade in Early America* pp. 22-25
- Teacher directs student pairs, using a different color pen, to fill in descriptive words on their A-Z word wall that an enslaved African might have used to describe Charleston.
- Students fill in a Five Senses graphic organizer from the perspective of a slave.

**Gr. 5 SS
Exam Alert**

Provides practice with CRQ skills: examining documents and drawing conclusions.

Independent Exploration:

- Student pairs, using the reading and/or image to write a description of Charleston from the perspective of an enslaved African. Writing should be modeled on the piece from "Charleston-A Colonial City."

Differentiation:

- Teacher may substitute readings with images of Charleston that reflect a citizen's life and a slave's life to support visual learners.

Share/Closure:

- Teacher asks students to individually list three reasons for the importance of recognizing multiple perspectives when reading history. Students will work with their group to decide on 5 reasons that they will include in their picture book. Students will use this list to write an introduction to their book.
- Teacher asks select students to share their descriptions. The class should note differences between the alternate perspective and that represented in the initial shared reading.
- Teacher distributes research folders. Students should place their multiple perspectives list and their enslaved person's perspective in their folder.

Assessment:

- Teacher circulates monitoring accountable talk.
- Teacher evaluates student writing.

Next Steps: Students try to think of important historical events that may have very different descriptions based on perspective.

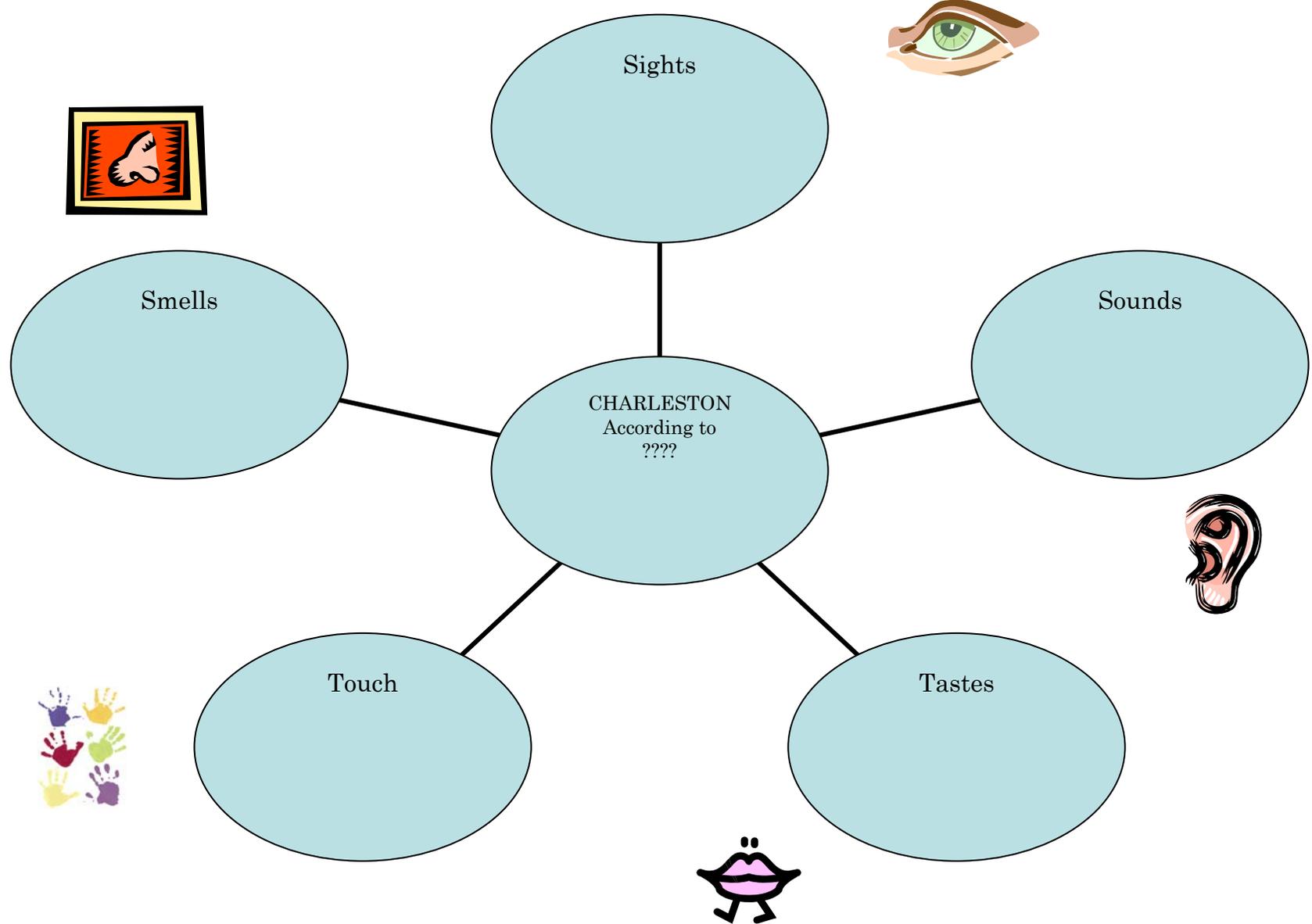
Point of View

*Thanksgiving dinner's sad and thankless,
Christmas dinner's dark and blue,
When you stop and try to see it
From the turkey's point of view.*

*Sunday dinner isn't funny
Easter feasts are just bad luck,
When you see it from the viewpoint
Of the chicken or the duck.*

*Oh, how I once loved tuna salad,
Pork and lobsters, lamb chops, too,
Till I stopped and looked at dinner
From the dinner's point of view.*

-- Shel Silverstein (1930-1999)



A-Z Portable Word Wall (Dr. Janet Allen)

A-B-C

D-E-F

G-H_I

J-K-L

M-N-O

P-Q-R

S-T-U

V-W-X-Y-Z

Word Notes:

ON THE OTHER HAND: THE AMERICAN REVOLUTION

Unit of Study / Theme: The United States

Focus Question: How did the United States become an independent nation?

The Teaching Point: Students will view the American Revolution from the perspective of those who were against it through a reading and analytical exercise.

Why/Purpose/Connection: This lesson demonstrates that while history is often written by the victors, there are two (or more) sides to every story.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *America in the Time of George Washington*
 - *If You Lived at the Time of the American Revolution*
 - *The Revolutionary War*
 - *The Revolutionary War*
 - *African-Americans in the Colonies*
- Websites:
 - <http://www.learner.org/workshops/primarysources/revolution/docs/olive.html#questions>
 - <http://www.revolutionary-war-and-beyond.com/olive-branch-petition.html>
- On the Other Hand graphic organizer

Model/Demonstration:

- Motivation: Teacher displays the following expressions: “playing devil’s advocate,” and “two sides to every story.” Teacher asks students to choose one of the expressions and come up with an example of the expression, either fictional or real.
- Teacher explains that in most situations there are different viewpoints or perspectives and that students are going to make the argument for the less popular viewpoint.
- Teacher explains that students will listen to a read aloud on the Boston Massacre. Teacher explains that students should listen for reasons for the massacre according to the Americans.
- Teacher reads aloud p. 14 -15 from *America in the Time of George Washington*.
- Teacher fills in topic and two sides and then asks students to help fill in ideas in the ‘Colonists’ column.
- Teacher then models a “think aloud” sharing how the soldiers *may* have felt.

The Boston Massacre	
Colonists	Soldiers
<ul style="list-style-type: none"> • Colonists were angry over taxes. • There were many soldiers in the colonies on which the colonists took out their anger. • Five colonists died and seven were wounded. 	<ul style="list-style-type: none"> • The soldiers were probably nervous because of all of the harassment from the colonists. • They probably felt that it wasn't their fault that the king raised taxes. • Many of them heard someone shout "Fire" and felt they needed to obey orders.

Guided Practice:

- Teacher divides students into groups and assigns each group a topic.
- Possible topics include:
 - Taxation without Representation
 - The Boston Tea Party
 - To Join or Not (the decision to become a soldier)
 - An Escape from Slavery
 - A Slave's View: Who to support?
 - The Olive Branch Petition
 - Whose side are you on? (Loyalists or Patriot)
- Teacher distributes readings to groups. (Note to teacher: *America in the Time of George Washington* has multiple selections that would be suitable for this activity. In order to have more than one group use the book you may make copies of the pages or circulate the book between groups.)
- Teacher instructs students to preview the reading, looking at titles, subtitles, pictures and captions. Students should preview to identify and fill in their topic and two sides. Teacher circulates making sure each group identified two sides that are appropriate to the topic.

Independent Exploration:

- Student groups complete On the Other Hand graphic organizer.
- Student groups complete one of the following activities (which will be contributed to the unit project):
 - Choose a paragraph of the reading to rewrite from the other perspective.
 - Write a letter to the editor of a colonial newspaper presenting the less popular viewpoint.
 - Create a persuasive poster advocating the less popular viewpoint.

**Gr. 5 SS
Exam Alert**

Provides practice with writing skills: creating a written response to an analysis of a source.

Differentiation:

- Student choice in independent exploration provides students with an opportunity to identify and use their strengths.
- Extra support: Students needing extra help should be assigned to the "Whose side are you on?" group. The text structure easily explains both sides.
- Challenge: Students in need of enrichment should be assigned to the "Olive Branch Petition" as it requires the most analysis of a primary source.

Share/Closure:

- Student groups share their activity and place their work in their research folder.
- Students reflect, in a journal, on a quote by Winston Churchill, “History is written by the victors.”

Gr. 5 SS
Exam Alert

Quote
analysis

Assessment:

- Teacher evaluates On the Other Hand graphic organizer.
- Teacher evaluates student activities.

Next Steps:

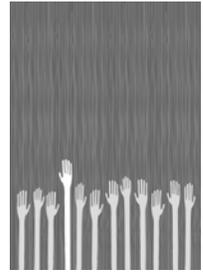
- Students explore the Native American and French perspectives on the American Revolution.

Text selections:

Title	Author	Copies	Topics	Pages
<i>America in the Time of George Washington</i>	Sally Senzell Isaacs	1	The Boston tea Party Taxes To Join or not to Join	The Boston Tea Party pp. 16-17 Taxes p. 10 Sons and Daughters of Liberty p. 12 The Revolutionary Soldier p. 24 -25
<i>Places in Time: A New Atlas of American History</i>	Elspeth Leacock and Susan Buckley	3	An escape from Slavery	Fort Mose-Fortress of Freedom pp. 16-17
<i>African-Americans in the Colonies</i>	Jean Kinney Williams	2	A Slaves View: Who to support?	Slaves and the Revolution pp. 33-41
<i>The Revolutionary War</i>	Cynthia Klingel and Robert B. Noyed	2	The Olive Branch Petition	Primary Source, The Olive Branch Petition p.14 See full text below
<i>If you Lived at the Time of the American Revolution</i>	Kay Moore	1	Loyalist or Patriot	Who were the Loyalists? Who were the Patriots? Pp. 19-25

On the other hand

1. Identify the event/topic from the American Revolution in the first row and then the two sides of your story in the second row.
2. In the first column, list ideas from your reading relating to the more well-known perspective.
3. After reflecting on that perspective, try to see things from the other side. List ways that the other side may have seen the event and why they may have chosen their position.



The Olive Branch Petition

<http://www.learner.org/workshops/primarysources/revolution/docs/olive.html#questions>

Approved by the Continental Congress on July 5, 1775

To the King's Most Excellent Majesty. Most Gracious Sovereign,

We your Majesty's faithful subjects of the colonies of New-Hampshire, Massachusetts-bay, Rhode Island and Providence plantations, Connecticut, New-York, New-Jersey, Pennsylvania, the counties of New Castle, Kent, and Sussex on Delaware, Maryland, Virginia, North Carolina and South Carolina, in behalf of ourselves and the inhabitants of these colonies, who have deputed us to represent them in general Congress, entreat your Majesty's gracious attention to this our humble petition.

The union between our Mother Country and these colonies, and the energy of mild and just government, produced benefits so remarkably important, and afforded such an assurance of their permanency and increase, that the wonder and envy of other Nations were excited, while they beheld Great Britain rising to a power the most extraordinary the world had ever known.

Her rivals observing, that there was no probability of this happy connection being broken by civil dissensions, and apprehending its future effects, if left any longer undisturbed, resolved to prevent her receiving such continual and formidable accessions of wealth and strength, by checking the growth of these settlements from which they were to be derived.

In the prosecution of this attempt events so unfavourable to the design took place, that every friend to the interests of Great Britain and these colonies entertained pleasing and reasonable expectations of seeing an additional force and extention immediately given to the operations of the union hitherto experienced, by an enlargement of the dominions of the Crown, and the removal of ancient and warlike enemies to a greater distance.

At the conclusion therefore of the late war, the most glorious and advantageous that ever had been carried on by British arms, your loyal colonists having contributed to its success, by such repeated and strenuous exertions, as frequently procured them the distinguished approbation of your Majesty, of the late king, and of Parliament, doubted not but that they should be permitted with the rest of the empire, to share in the blessings of peace and the emoluments of victory and conquest. While these recent and honorable acknowledgments of their merits remained on record in the journals and acts of the august legislature the Parliament, undefaced by the imputation or even the suspicion of any offence, they were alarmed by a new system of Statutes and regulations adopted for the administration of the colonies, that filled their minds with the most painful fears and jealousies; and to their inexpressible astonishment perceived the dangers of a foreign quarrel quickly succeeded by domestic dangers, in their judgment of a more dreadful kind.

Nor were their anxieties alleviated by any tendency in this system to promote the welfare of the Mother Country. For 'tho its effects were more immediately felt by them, yet its influence appeared to be injurious to the commerce and prosperity of Great Britain.

We shall decline the ungrateful task of describing the irksome variety of artifices practised by many of your Majesty's ministers, the delusive pretences, fruitless terrors, and unavailing severities, that have from time to time been dealt out by them, in their attempts to execute this impolitic plan, or of tracing thro' a series of years past the progress of the unhappy differences between Great Britain and these colonies which have flowed from this fatal source.

Your Majesty's ministers persevering in their measures and proceeding to open hostilities for enforcing them, have compelled us to arm in our own defence, and have engaged us in a controversy so peculiarly abhorrent to the affection of your still faithful colonists, that when we consider whom we must oppose in this contest, and if it continues, what may be the consequences, our own particular misfortunes are accounted by us, only as parts of our distress.

Knowing, to what violent resentments and incurable animosities, civil discords are apt to exasperate and inflame the contending parties, we think ourselves required by indispensable obligations to Almighty God, to your Majesty, to our fellow subjects, and to ourselves, immediately to use all the means in our power not incompatible with our safety, for stopping the further effusion of blood, and for averting the impending calamities that threaten the British Empire.

Thus called upon to address your Majesty on affairs of such moment to America, and probably to all your dominions, we are earnestly desirous of performing this office with the utmost deference for your Majesty; and we therefore pray, that your royal magnanimity and benevolence may make the most favourable construction of our expressions on so uncommon an occasion. Could we represent in their full force the sentiments that agitate the minds of us your dutiful subjects, we are persuaded, your Majesty would ascribe any seeming deviation from reverence, and our language, and even in our conduct, not to any reprehensible intention but to the impossibility or reconciling the usual appearances of respect with a just attention to our own preservation against those artful and cruel enemies, who abuse your royal confidence and authority for the purpose of effecting our destruction.

Attached to your Majesty's person, family and government with all the devotion that principle and affection can inspire, connected with Great Britain by the strongest ties that can unite societies, and deploring every event that tends in any degree to weaken them, we solemnly assure your Majesty, that we not only most ardently desire the former harmony between her and these colonies may be restored but that a concord may be established between them upon so firm a basis, as to perpetuate its blessings uninterrupted by any future dissensions to succeeding generations in both countries, and to transmit your Majesty's name to posterity adorned with that signal and lasting glory that has attended the memory of those illustrious personages, whose virtues and abilities have extricated states from dangerous convulsions, and by securing happiness to others, have erected the most noble and durable monuments to their own fame.

We beg leave further to assure your Majesty that notwithstanding the sufferings of your loyal colonists during the course of the present controversy, our breasts retain too tender a regard for the kingdom from which we derive our origin to request such a reconciliation as might in any manner be inconsistent with her dignity or her welfare. These, related as we are to her, honor and duty, as well as inclination induce us to

support and advance; and the apprehensions that now oppress our hearts with unspeakable grief, being once removed, your Majesty will find your faithful subjects on this continent ready and willing at all times, as they ever have been with their lives and fortunes to assert and maintain the rights and interests of your Majesty and of our Mother Country.

We therefore beseech your Majesty, that your royal authority and influence may be graciously interposed to procure us releif [sic] from our afflicting fears and jealousies occasioned by the system before mentioned, and to settle peace through every part of your dominions, with all humility submitting to your Majesty's wise consideration, whether it may not be expedient for facilitating those important purposes, that your Majesty be pleased to direct some mode by which the united applications of your faithful colonists to the throne, in pursuance of their common councils, may be improved into a happy and permanent reconciliation; and that in the meantime measures be taken for preventing the further destruction of the lives of your Majesty's subjects; and that such statutes as more immediately distress any of your Majesty's colonies be repealed: For by such arrangements as your Majesty's wisdom can form for collecting the united sense of your American people, we are convinced, your Majesty would receive such satisfactory proofs of the disposition of the colonists towards their sovereign and the parent state, that the wished for opportunity would soon be restored to them, of evincing the sincerity of their professions by every testimony of devotion becoming the most dutiful subjects and the most affectionate colonists.

That your Majesty may enjoy a long and prosperous reign, and that your descendants may govern your dominions with honor to themselves and happiness to their subjects is our sincere and fervent prayer.

King George's Response

<http://www.revolutionary-war-and-beyond.com/olive-branch-petition.html>

On August 21st, Penn and Lee presented a copy of the letter to Lord Dartmouth, who was the Secretary of State for the American colonies. Lord Dartmouth tried to present the letter to the King, but he would not receive it.

The day Congress approved the Olive Branch Petition, July 8, John Adams, in disgust, had written two letters, one to his wife, Abigail and the other to General James Warren. The letter to General Warren in particular, expressed his disapproval of the petition, and revealed certain war preparations. The letter was also very critical of John Dickinson. This letter was intercepted by the British and published publicly. So when the King and Parliament were presented with the Olive Branch Petition, they didn't really take it seriously. The Americans were still preparing for war in spite of this letter.

On August 23, the King published a proclamation declaring that the colonies in America were now in a state of full-scale rebellion. The proclamation also required that all British subjects anywhere were to assist in putting down the rebellion. This made it an act of treason for any British subject to defend the American cause in any way.

King George's Rebellion Proclamation: "Whereas many of our *subjects* in divers parts of our Colonies and Plantations in North America, *misled* by dangerous and ill *defigning* men, and forgetting the allegiance which they owe to the power that has protected and *supported* them; after various *disorderly* acts committed in *disturbance* of the publick peace, to the *obstruction* of lawful commerce, and to the *oppression* of our loyal *subjects* carrying on the *trade*; have at length proceeded to open and *avowed* rebellion, by arraying themselves in a *hostile* manner, to *withstand* the execution of the law, and *traitorously* preparing, ordering and levying war *against* us: And whereas, there is *reason* to apprehend that *such* rebellion hath been much promoted and encouraged by the traitorous *correspondence*, *counsels* and comfort of divers wicked and *desperate* persons within this realm: To the end therefore, that none of our subjects may neglect or violate their duty through ignorance thereof, or through any doubt of the protection which the law will afford to their loyalty and zeal, we have thought fit, by and with the advice of our Privy Council, to *issue* our Royal Proclamation, hereby declaring, that not only all our Officers, civil and military, are obliged to exert their *utmost* endeavors to *suppress* *such* rebellion, and to bring the traitors to *justice*, but that all our *subjects* of this Realm, and the dominions thereunto belonging, are bound by law to be aiding and *assisting* in the *suppression* of *such* rebellion, and to *disclose* and make known all traitorous *conspiracies* and attempts *against* us, our crown and dignity; and we do accordingly *strictly* charge and command all our Officers, as well civil as military, and all others our obedient and loyal *subjects*, to *use* their *utmost* endeavors to *withstand* and *suppress* *such* rebellion, and to *disclose* and make known all *treasons* and traitorous *conspiracies* which they *shall* know to be *against* us, our crown and dignity; and for that *purpose*, that they *transmit* to one of our principal Secretaries of State, or other proper officer, due and full information of all persons who *shall* be found carrying on *correspondence* with, or in any manner or degree aiding or abetting the persons now in open arms and rebellion *against* our Government, within any of our Colonies and Plantations in North America, in order to bring to condign *punishment* the authors, perpetrators, and abettors of *such* traitorous *designs*.

Given at our Court at St. James's the twenty-third day of August, one thousand seven hundred and *seventy-five*, in the fifteenth year of our reign. God *save* the King.

PIONEERS OF THE GOLD RUSH

Unit of Study/Theme: The United States

Focus question: How did the United States grow and expand?

The Teaching Point:

- Students will be able to understand and explain the effect of the Gold Rush by conducting an inquiry.

Why/Purpose/Connection: This lesson helps students become aware of how gold in California attracted prospectors to migrate westward leading to the fulfillment of Manifest Destiny.

Materials/Resources/Readings:

- Several pans filled with sand placed throughout the classroom
- Bury a few small and inexpensive trinkets (fake rings, shiny stones, etc.) in each of the pans
- Bury miscellaneous undesirable items (broken pencil, pen cap, scraps of paper, plastic, etc) in the each of the pans as well

Titles from the trade book text set:

- *The Gold Rush: California or Bust*
- *The Gold Rush* (Kalman)
- *The Gold Rush* (Isaacs)
- *What People Wore During Westward Expansion*
- *Places in Time: A New Atlas of American History*
- *America in the Time of Lewis and Clark*
- *Immigrants and the Westward Expansion*
- *Who Settled the West*
- I-Chart

Model/Demonstration:

- Motivation: Teacher places pans of sand on tables throughout the classrooms without telling students which pans contain the trinkets.
- Teacher allows the student to enter the classroom one at a time to reach into a pan of their choice.
- Teacher gives each student three seconds to dig into their pan and retrieve something.
- Teacher asks whether students who successfully retrieved a trinket from the pan would tell their peers which pan contained the trinkets if they were given the opportunity to go back and have another turn.
- Teacher asks students what they think would happen if word spread throughout the school that there are pans filled with prizes in their classroom.
- Teacher asks students to predict what would eventually happen to the pans at the end of the day if people keep on coming to retrieve items out of identified pans.

- Teacher explains that in the 1800s gold was found in California and that the class is going to investigate what became known as the Gold Rush.
- Teacher asks students to turn and talk and determine what they would like to know about the Gold Rush. Teacher instructs pairs to write down two questions.
- Teacher asks students to share their questions and charts the list.
- Teacher then displays the I-chart and explains that students will conduct an inquiry into the Gold Rush using some of the questions. Teacher asks students to fill in “What I Know Before My Research.” *Note: An I-chart supports a student’s ability to formulate their own research questions. (Tools for Teaching Content Literacy, by Janet Allen, 2004.)*
- Teacher helps class identify a big question, or umbrella question, such as “What was the significance of the Gold Rush?”
- Teacher then helps class choose 4 questions that fall under the umbrella to place on their I-chart. Possible questions include:
 - What was the journey to California like?
 - How was gold mined?
 - What was life like for the pioneers?
 - How did the Gold Rush impact America?
 - What type of people did the Gold Rush attract?
 - Who would find the most success during a gold rush?
 - Did the Gold Rush have an effect on the early industrialization of San Francisco?
 - What did the prospectors do once the Gold Rush ended?
 - How did the prospectors in San Francisco affect local businesses?
- Teacher fills in the questions on a class I-chart and instructs students to do the same on their individual I-charts.
- Teacher explains that students should hold the research questions in their mind while listening to the read aloud. Teacher reads aloud page 9 of *The Gold Rush* (Isaacs).
- Teacher thinks aloud, “Samuel Brannan was one of the first millionaires but it wasn’t from finding gold, it was from selling to those looking for gold. That relates to the question, ‘What was life like for pioneers?’ It seems some pioneers found success from creating business for the rush of gold miners.” Teacher fills this into the model I-chart. Teacher explains that with further reading, information to complete other columns may be found in the book.
- Teacher reminds students to note related words on the bottom of the chart. These words will be helpful when completing the activity.

Guided Practice:

- Teacher assigns students to groups and instructs students to use at least 4 books as part of their inquiry.
- Teacher circulates monitoring students’ research.
- Teacher instructs students to write a summary of their research for each column.

Independent Exploration:

- Students could choose to do one of the following activities:

- Send a post card home to tell your friends and relatives about your gold panning experience this morning and tell them whether or not you've found "gold." How did it make you feel? What are your plans and hopes for the future?
- Design a brochure or pamphlet to attract prospectors to join your gold panning company. What types of people are you looking for? What are the benefits? Why would they want to join your company?
- Work with a partner and create a script for a news report on the discovery of gold in San Francisco. You must address who, what, where, when, why, and how of the topic. Conclude the script with a prediction on how gold discovery could impact the city of San Francisco. This script could be performed live.

Differentiation:

- **Enrichment:** Teacher may have students determine appropriate books from the trade book text set in order to begin their inquiry.
- **Extra support:** Teacher may assign particular pages to read for their inquiry.

Share/Closure:

- Students share or display the end product of their chosen activity.

Assessment:

- Teacher circulates monitoring accountable talk and holds conferences with teams to guide student thinking.
- Teacher evaluates and assesses students' final products.

Next Steps: Students will explore the opportunities Westward Expansion provided for African-Americans.

Text Selections

Title	Author	Copies	Pages
<i>The Gold Rush</i>	Sally Senzell Isaacs	3	Multiple
<i>What People Wore During Westward Expansion</i>	Allison Stark Draper	1	pp. 12-13
<i>Who Settled the West</i>	Bobbie Kalman	2	pp. 11, 28
<i>The Gold Rush: California or Bust</i>	Emily Raabe	2	Multiple
<i>The Gold Rush</i>	Bobbie Kalman	2	Multiple
<i>Places in Time: A New Atlas of American History</i>	Elsbeth Leacock and Susan Buckley	3	pp. 26-27
<i>America in the Time of Lewis and Clark</i>	Sally Senzell Isaacs	3	pp. 36-40
<i>Immigrants and the Westward Expansion</i>	Tracee Sioux	2	pp. 14-15

Sample **Inquiry Chart** (I-Chart)
 (Adapted from Dr. Janet Allen)

TOPIC: The Gold Rush



SOURCES	?	?	?	?
	What was the journey to California like?	How was gold mined?	What was life like for the pioneers?	How did the Gold Rush impact America?
1 <i>The Gold Rush</i> (Isaacs)			Some pioneers, such as Samuel Brannan profited more from the business done with gold miners than actual gold	
2				
3				
4				

Related Words to Use

Unit of Study/Theme: The United States

Focus question: How did the United States grow and expand?

The Teaching Point:

- Students will be able to identify how the building of the Transcontinental Railroad affected various groups of people.

Why/Purpose/Connection: This lesson helps students recognize the significance of the Transcontinental Railroad in relation to America's growth.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Ten Mile Day*
 - *You Wouldn't Want to Work on the Railroad*
 - *Who Settled the West*
 - *The First Railroads*
 - *The Trail of Tears*
 - *America in the Time of Sitting Bull*
 - *The Great Land Rush*
- Websites
 - Both a paper and a transparency copy of the picture, "Golden Spike Ceremony" www.historymatters.gmu.edu/text/puzzle2ans.html
 - Both a paper and a transparency copy of the picture, "Railroad Transportation Advertisement" <http://west.stanford.edu/cgi-bin/pager.php?id=53>
 - Perspective Cube Template <http://shellyraewood.blogspot.com/2008/08/inchies-cubes.html>
- Single Perspective Chart
- Multiple Perspective Chart, re-created onto a large chart paper
- Perspective Cube Template
- Newspaper Template

Model/Demonstration:

- Motivation: Teacher attaches a transparency copy of "Railroad Transportation Advertisement" to a paper copy and cuts it into as many pieces as there are number of tables in the classroom. (Teacher could also choose to cut a picture of "Golden Spike Ceremony" instead.)
- Teacher distributes a piece of the whole picture to each table and keeps the transparency copy of the picture to be used for demonstration later.
- Teacher asks the students to examine their puzzle piece closely to try to figure out what the original picture shows.
- Teacher projects the puzzle pieces one at a time to the class so the students could see if their original predictions were correct.
- After puzzles are complete, teacher asks each group what the picture is depicting.

**Gr. 5 SS
Exam Alert**

Provides practice with image analysis.

- Teacher explains that railroads were essential in transporting people and goods efficiently to the western U.S., however, not everyone felt the same about its impact.
- Teacher reads aloud page 5-7 of *You Wouldn't Want to Work on the Railroad*
- Teacher demonstrates how to record information into a Single Perspective Chart.
- Teacher writes “Irish” on the perspective line, identifying himself/herself to be taking the Irish perspective.
- Teacher points to the box next to, “What are the pitfalls of the railroad?” and writes, “Working on railroad is backbreaking work. My job is to lay tracks. The tracks are extremely heavy.”

Guided Practice:

- Teacher divides class into different groups: Native Americans, Chinese immigrants, Irish immigrants, American settlers, or railroad executives.
- Teacher gives each group a Single Perspective Chart and the Reading Resources list.
- Teacher explains that each group will work as a team to determine their group’s opinion of the railroad.
- Whenever a group is done with a question they may send one representative up to the front of the room to transfer their recorded findings onto the Multiple Perspectives Chart.
- Teacher facilitates a discussion once the multiple perspectives are recorded.

Independent Exploration:

- Using Multiple Perspectives Chart as a resource, each student group chooses to do one of the following activities:
 - Make a Perspective Cube and title it “Different Perspectives of The Transcontinental Railroad Building Project.” The other four sides of the cube should depict the value of railroad building from each of four perspectives.
 - Choose a perspective and write a newspaper article on Ten Mile Day, April 28, 1869. Use the newspaper template below.
 - Create a poster either promoting or denouncing the railroad.

Differentiation:

- Student choice in independent exploration supports multiple intelligences.
- Enrichment: Students could be asked to explore individuals involved in the railroad at the website, <http://www.pbs.org/wgbh/amex/tcrr/peoplevents/index.html>. Students could then use the experience of individuals to extrapolate on the general experiences of a group.

Share/Closure:

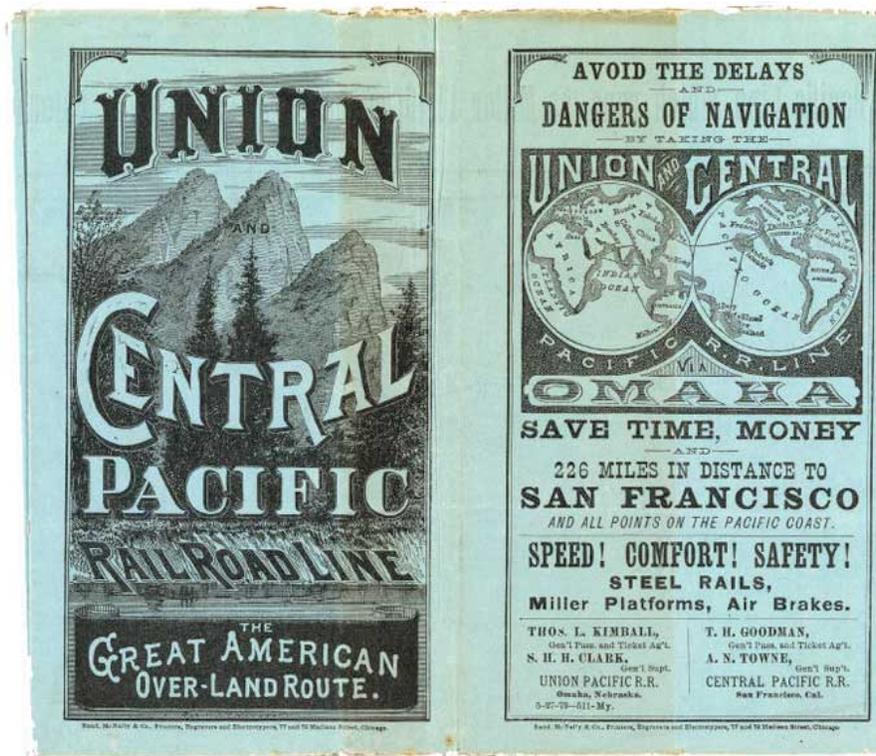
- Students complete an exit slip explaining their thoughts on the building of the Transcontinental Railroad.

Assessment:

- Teacher evaluates and assesses student final products.

Next Steps: Students examine the impact of Westward Expansion on African-Americans.

Railroad Transportation Advertisement



<http://west.stanford.edu/cgi-bin/pager.php?id=53>

Golden Spike Ceremony



<http://historymatters.gmu.edu/text/puzzle2ans.html>

Reading Resources List

Title	Author	Copies	Perspectives	Pages
<i>Ten Mile Day</i>	Mary Ann Fraser	1	Railroad Executives, Native Americans, Immigrants, Workers	The Next Day...and Beyond The Central Pacific's Labor Force The Union Pacific Railroad Company
<i>You Wouldn't Want to Work on the Railroad</i>	Ian Graham	1	Immigrants, Native Americans, Railroad workers	Multiple pages
<i>Who Settled the West</i>	Bobbie Kalman	1	Travelers , Settlers	pp. 14-15, 28-29
<i>The First Railroads</i>	Sally Senzell Isaacs	2	Overview of impact of Railroad	pp. 8-13, 24-27
			Chinese immigrants	pp. 18-19
			Native Americans	pp. 24-25
<i>The Great Land Rush</i>	Sally Senzell Isaacs	3	Native Americans	pp. 9-13, 24-25
			Multiple Perspectives	pp. 14, 20,
<i>America in the Time of Sitting Bull</i>	Sally Senzell Isaacs	2	Native Americans	pp. 18-19
			Multiple perspectives	p. 19

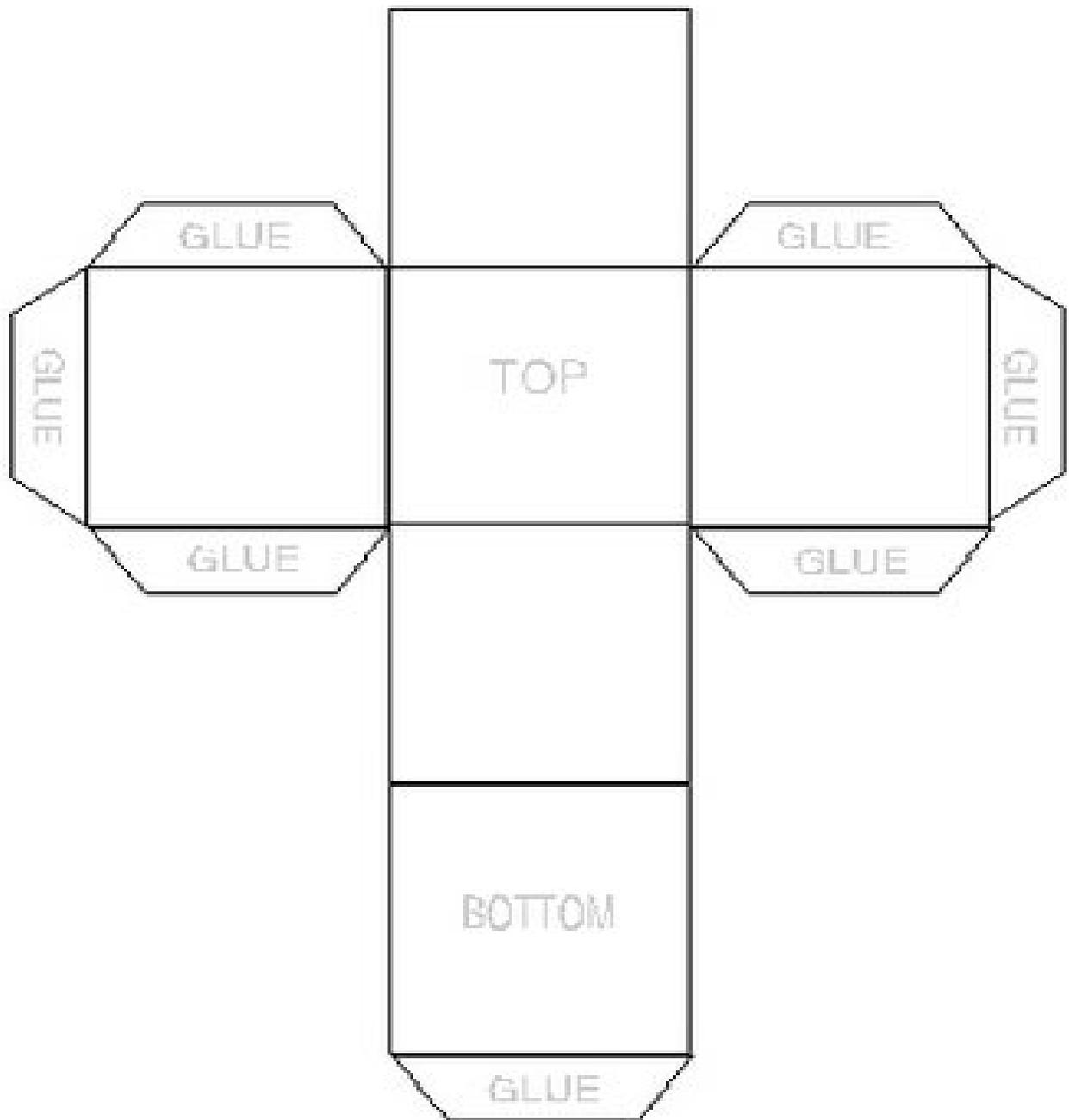
<p>A Single Perspective</p>	<p>The Transcontinental Railroad according to</p> <hr/>
<p>What are the benefits of the railroad?</p>	
<p>What are the pitfalls of the railroad?</p>	
<p>How will the railroad unite/divide the nation?</p>	
<p>Is the railroad a necessity?</p>	

Multiple Perspectives

The Transcontinental Railroad According to				
				
What are the benefits of the railroad?				
What are the pitfalls of the railroad?				
How will the railroad unite/divide the nation?				
Is the railroad a necessity?				

Perspective Cube Template

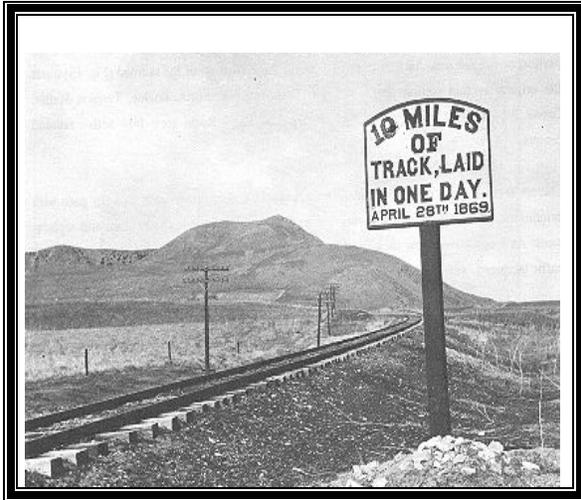
Make a Perspective Cube and title it “Different Perspectives of Transcontinental Railroad Building Project.” The other four sides of the cube should depict the value of railroad building from four different perspectives.



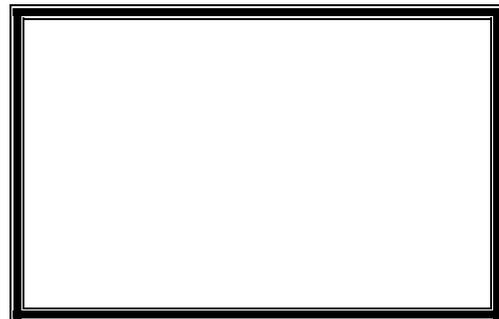
Wednesday, 04/28/1869

Ten Miles of Track Laid in One Day!

By: _____



Caption:



Caption:

EFFECTS OF WESTWARD EXPANSION ON NATIVE AMERICANS

Unit of Study/Theme: The United States

Focus question: How did the United States grow and expand?

The Teaching Point:

- Students will recognize cause and effect relationships involving Westward Expansion and Native Americans.

Why/Purpose/Connection: This lesson demonstrates the negative impact Westward Expansion had on Native Americans.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *American Indians in the 1800s*
 - *America in the Time of the Sitting Bull*
 - *The Great Land Rush*
 - *Native American Migration*
 - *The American Adventure: The Trail of Tears*
- Website:
 - <http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>
- Image of “Native Americans Looking onto Railroad” on transparency.
- Cause-Effect Template for each group

Model/Demonstration:

- Teacher projects the image of “Native Americans Looking onto Railroad” transparency on overhead projector and asks students, “If you were the artist of this picture, what caption and title would you give it and why?”
- Teacher explains that Native American did not welcome Westward Expansion because their homes and land were being taken away from them.
- Teacher explains that students will explore cause and effect relationships involving Native Americans.
- Teacher explains that they will begin with a problem and try to find causes and effects relating to it. Teacher fills in Indian Removal Act. Teacher then looks at the book *Native American Migration* and thinks aloud, “Migration may relate to removal. This book may have information that I need.” Teacher then looks in the index for Indian Removal Act and sees that there is information on pp. 13-14.
- Teacher reads aloud page 13-14 of *Native American Migration*. Teacher explains that students must first define their problem. Teacher thinks aloud, “The Indian Removal Act allowed Americans to use force to remove Native Americans from the East.” Teacher fills this in under the problem.
- Teacher explains that students will then need to infer cause and effect. The text is not going to directly state it.
- Teacher fills in “Americans wanted land along east coast” as the cause.

**Gr. 5 SS
Exam Alert**

Provides
practice
with image
analysis.

- Teacher fills in, “The Trail of Tears was when Native Americans were forced off their land westward,” as the effect.

Guided Practice:

- Teacher assigns each student group a topic relating to Westward Expansion. Topics that could serve as problems include:
 - Lewis and Clark Expedition
 - Treaties
 - Gold Rush
 - Railroad
 - Reservations
 - Trail of Tears
 - The Homestead Act
 - The Dawes Act
- Teacher explains that students will use the trade book to identify at least 3 causes and 3 effects of their problem.
- Teacher pre-selects relevant trade books but instructs students that they will have to use the title, table of contents and the index to find information relating to their particular problem.
- Teacher circulates and evaluates the first cause and effect listed by each group to check for understanding of the activity. Teacher reminds students that they will need to infer to find causes and effects.
- Teacher instructs student groups to pass their charts around for review by other groups.
- Teacher asks students to share their thoughts on the Native American experience of Westward Expansion.

**Gr. 5 SS
Exam Alert**

Provides practice with identifying cause and effect.

Independent Exploration:

- Student groups will assume the role of a Native American who speaks English. Each student group prepares an informative letter to the U.S. government to explain how Westward Expansion has been detrimental to their daily lives and what they suggest the government should do.

Differentiation:

- Extra support: Teacher may tag readings for groups that need support in the research process.
- Enrichment: Teacher may have students define their problem using a relevant primary source.

Share/Closure:

- Teacher instructs student groups to exchange letters and respond to another group’s letter.

Assessment:

- Teacher evaluates students’ informative writing.

Next Steps: Students explore contemporary issues involving Native Americans.

Native Americans Looking at Steam Engine



Engraving by Vaningen Snyder <http://www.terr.com/>

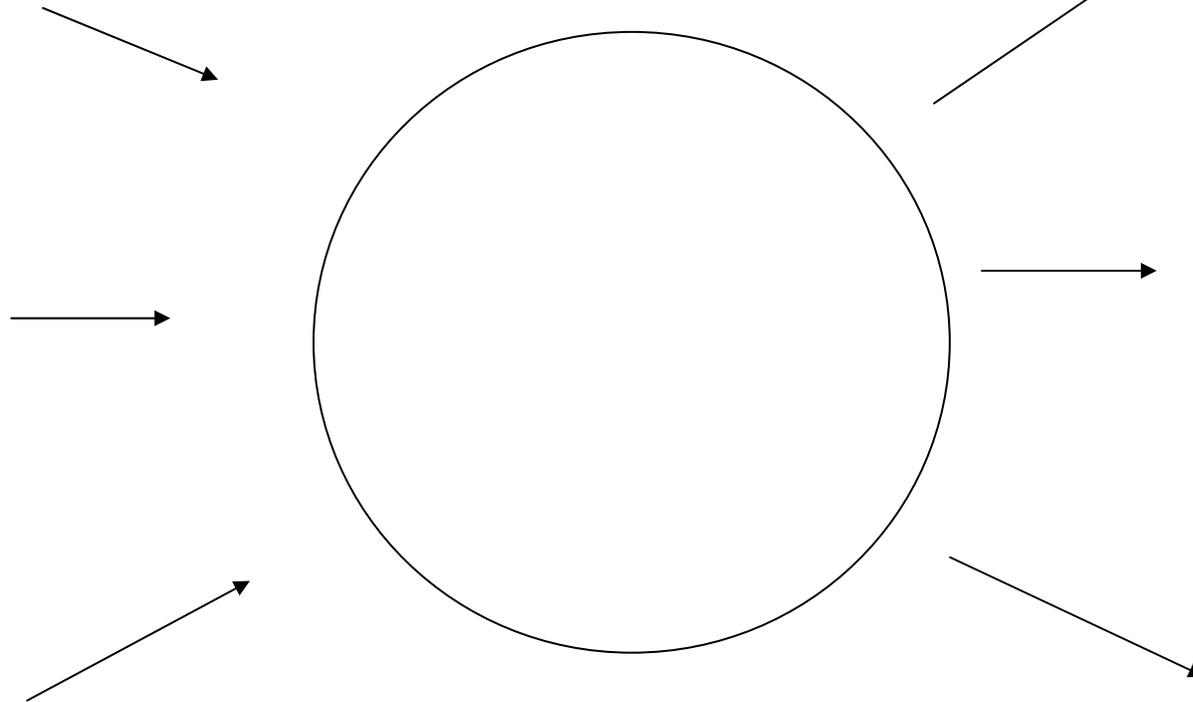
If you were the artist of this picture, what caption and title would you give it?

CAUSE-EFFECT TEMPLATE

Causes

Effects

Problem



AFRICAN-AMERICANS ON THE WESTERN FRONTIER

Unit of Study/Theme: The United States

Focus question: How did the United States grow and expand?

The Teaching Point:

- Students will analyze both primary and secondary sources to understand the incentives and challenges faced by African-Americans during Westward Expansion.

Why/Purpose/Connection: This lesson helps students understand what African-Americans gained from and contributed to the Western frontiers.

Materials/Resources/Readings:

- Title from the trade book text set:
 - *The Homestead Act*
 - *America in the Time of the Sitting Bull*
 - *The Gold Rush*
 - *The Great Land Rush*
 - *Life in the Old West: Gold Rush*
 - *Life on a Pioneer Homestead*
- Websites
 - Images of the Shores and Speese family.
 - Images of Jim Shores, Men in front of Grocery Store, and Cowboys
<http://www.nebraskastudies.org/0500/frameset.html>
- Thinking about Sources graphic organizer

Model/Demonstration:

- Teacher motivates the students by asking them to imagine what would happen if Toys 'R' US decides to allow any child to go into the store and get as many toys as they wanted.
- Teacher explains that the Homestead Act in 1862 attracted many immigrants to the Western frontier because people were allowed to claim free land.
- Teacher reads page 20-21 of *The Homestead Act* to learn about Abraham Lincoln in relation to the Act.
- Teacher demonstrates how to fill out a Thinking About Sources Template after the reading. Teacher explains that students will use the same template for looking at images as well.

What I Read/See	What I Think	What I Wonder
The Homestead Act gave many people the opportunity to own land that hadn't been able to previously because of money or discrimination	I think this provided many people with a tremendous opportunity. I wish we had that today!	Why was the government able to do that?

Guided Practice:

- Teacher sets up eight different table stations, with the following items at each table station:

Station 1	<i>The Gold Rush</i> (Isaacs) (x3) (Tab page 13 and 25)
Station 2	<i>The Great Land Rush</i> (x3) (Tab page 8 and 9)
Station 3	<i>America in the Time of Sitting Bull</i> (x2) (Tab page 14)
Station 4	<i>Life in the Old West: Gold Rush</i> (x2) (Tab page 16)
Station 5	<i>Who Settled The West?</i> (x2) (Tab page 12-13)
Station 6	<i>Life on a Pioneer Homestead</i> (x2) (Tab page 10 and 23)
Station 7	Photos of African-Americans in the West
Station 8	Quote from an African-American Pioneer

- Teacher explains that the students will rotate as a table and spend about 5 minutes at 5 stations where they will look through some books and photographs. Groups must gather information about African-Americans on the Western frontier.
- Teacher circulates as each group visits their first station. (Note to Teacher: Stations should be labeled so that when class discusses their observation they are all referring to the same station.)

Independent Exploration:

- Students choose to do one of the following activities:
 - Assume the role of an African-American homesteader or cowboy, sketch an image of what they see or experience. Include a title and a caption.
 - Students write a letter to a family member in Louisiana to explain what he or she has witnessed and to tell them about their feelings about being in the new environment.
 - Students create an 8 ½ by 11 flyer to persuade other African-Americans to move to the “Promise Land” in the west.

**Gr. 5 SS
Exam Alert**

Provides practice with examining documents and drawing conclusions.

Differentiation:

- Extra support: Students who need more time may be assigned a smaller number of stations.

Share/Closure:

- Teacher facilitates a discussion on the African-American experience in the West. Guiding questions include:
 - What new opportunities were African-Americans given in the West?
 - What challenges would many African-Americans face in trying to take advantage of these new opportunities? Why wouldn't all African-Americans move westward?
 - What obstacles did African-Americans still face in the West?

Assessment:

- Teacher evaluates Thinking About Sources graphic organizer.
- Teacher evaluates students' final activity.

Next Steps: Students will use their understanding of this lesson to further think about racial, gender, age stereotypes, inequalities, and discriminations that existed then, and those that still exist today.

STATION 7: African Americans in the Frontier

Moses Speese near Westerville, Custer County, Nebraska, 1888. Photo by Solomon Butcher.



Jim Shores near Westerville, Custer County, Nebraska, 1887. Photo by Solomon Butcher.



Bunch of genuine old time cowboys and bronco busters at Denver, Colorado, 1905

<http://www.nebraskastudies.org/0500/frame.html>

STATION 8:**The Exodus to Freedom**

"When I landed on the soil, I looked on the ground and I says this is free ground. Then I looked on the heavens, and I says them is free and beautiful heavens. Then I looked within my heart, and I says to myself I wonder why I never was free before?"
John Solomon Lewis, on his arrival in Kansas

http://www.nps.gov/untold/banners_and_backgrounds/expansionbanner/exoduster.htm

Thinking about Sources

	What I Read/See	What I Think	What I Wonder
Station 8			
Station 7			
Station 6			
Station 5			
Station 4			
Station 3			
Station 2			
Station 1			

The Industrial Revolution: A Picture Walk through history

Focus Question: How did industrialization lead to development in the United States?

The Teaching Point:

- Students will use photographs to identify perspectives and establish the different social classes of the Industrial Revolution.

Why/ Purpose/ Connection: The students will use analytical skills and prior knowledge to generate ideas about the people of the Industrial Revolution. Students will focus only on photographs/ pictures to develop and support their ideas.

Materials/ Resources/ Readings:

- Titles from the trade book sets:
 - *Industry Changes America*
 - *Smokestacks and Spinning Jennys*
 - *The First Railroads*
- Image of industrialist and child
- Picture Walk Graphic Organizer

Model/ Demonstration

- Motivation: The teacher displays two images from the Industrial age in America and explains to class that they must find the “Uncommon Denominator” or as many differences as they can. *Note: This strategy provides students with a framework for looking for multiple details in order to find differences. More Tools for Teaching Content Literacy, Janet Allen, 2008.*
- Teacher prompts the students, if necessary, to notice the surroundings, facial expressions, gestures, posture, clothes, etc.
- Teacher notes that you can learn a lot from pictures. Teacher displays Picture Walk graphic organizer and models completing one of the rows with a think aloud.
- Teacher says, “The men in the first picture seem like they are part of one group. They look like they may all be talking but they aren’t smiling, and they look serious. They seem to be taking a break from work. They are wearing work clothes and there is a wheel barrel. They must be part of the working class.” Teacher models filling this in to the chart.

Picture/ Page	I see... (facial expressions, gestures, clothes)	The setting/ surrounding is...	I think that... or I imagine that...	The best group for this picture is... because...
Sample picture	Stern faces, no smiles	Work area, gathered around wheel barrel	They are talking about the hard work they have completed and how much more they have to do	Workers

Guided Practice

- Teacher asks students to turn and talk about what they would fill in to the next row for the second sample picture. Teacher then has select students fill in their thoughts and facilitates a discussion on how other students' ideas were similar or different.
- Teacher says, "One way that we can learn about history is by taking a picture walk through a book. A picture walk allows us to look at photographs or illustrations that represent the time period, setting and people, as we have just done."
- Teacher explains that students are going to explore a book through pictures. Students will choose 6 images to analyze.

[Gr. 5 SS Exam Alert](#)

Provides practice with image analysis for DBQ and CRQ.

Independent Exploration

- Students will work in groups of four to take a picture walk through one of following: *Industry Changes America*, *Smokestacks and Spinning Jennys*, or *The First Railroads*
- Students complete the picture walk graphic organizer.
- Students reflect in small group discussion on their group classifications and identify which picture belongs to which group.

Differentiation

- Extra Support- Students use the picture walk graphic organizer that has the different class groups identified. Students explain why these names were selected for each group.

Share/ Closure

- Student groups share the names that they selected for each group of people and infer what life would be like for each group.
- Students choose one image and insert speech bubbles reflecting what they think the people in that group would have been thinking or saying.

Assessment

- Teacher evaluates graphic organizers

Next Steps

- Students will examine the effects of the Industrial Revolution on women and children.

Picture Walk Graphic Organizer for the Industrial Revolution

Picture/ Page	I see... (facial expressions, gestures, posture, clothes)	The setting/ surrounding is...	I think that... or I imagine that...	The best group for this picture is... because...

Uncommon Denominator

Adapted from Dr. Janet Allen



<http://ehistory.osu.edu/osu/mmh/PittsburghSurvey/SteelWorkers/default.cfm>
Steel Workers



<http://www.clpgh.org/research/pittsburgh/carnegie/>

Andrew Carnegie saying farewell to Pittsburgh. Mr. Carnegie and Louise Carnegie, his wife, leaving East Liberty Station in 1914 on last visit to this city.

List any differences you notice between the two pictures.

Through Their Eyes

A Picture Book Project

The picture book project explores how turning points in American history impacted various people in different ways. The project is best introduced at the start of the unit. Students may use the *America in the Time Of* series as a model. Student groups collect pieces for their picture book throughout the unit. You may want each group to have a research envelope/folder to collect their materials. At the conclusion of the unit students are given time to revise, edit and organize their pieces. Students use the provided templates to plan the layout of their book. Students may produce their final product using a word processing program, using folded construction paper, or pasting into blank book. The final activities include the creation of content related borders and illustrations for their pages, a title and illustration for the cover, and a table of contents.

Components of the Picture Book

- Cover: Includes title of book and an image (Culminating activity)
- Table of Contents (Culminating Activity)
- Introduction: Explaining the importance of multiple perspectives (Complete during multiple perspectives lesson)
- Four Chapters, one reflecting each turning point
 - Chapter title (Complete during turning point lesson)
 - Historical Overview (Complete during turning point lesson)
 - Creative contribution reflecting one or more perspectives on the turning point. Suitable pieces will be completed throughout the unit. Other possible contributions include:
 - A primary source visual with a student-created caption (How to identify primary sources)
 - An original song, poem, narrative, or visual representing the variations in experiences of the time period (for example, independence from Britain benefited white males but not black males) (Making inferences, explaining in your own words)

The Culmination:

Day 1:

- Revise chapter titles and turning point (historical overview) paragraphs. Revise multiple perspectives paragraph for the introduction.
- Decide on selections for each chapter. This includes representation of each perspective as well as any images. Revise selections.

Day 2:

- Complete final drafts.
- Create table of contents.
- Create cover.
- Determine layout.

Day 3:

- Add additional borders/illustrations.
- Compile book.

Through Their Eyes: A Picture Book Project

Throughout the unit you will explore how different events in history impacted a variety of groups in different ways. You will use your explorations of people and events to create a picture book.

Final Check List

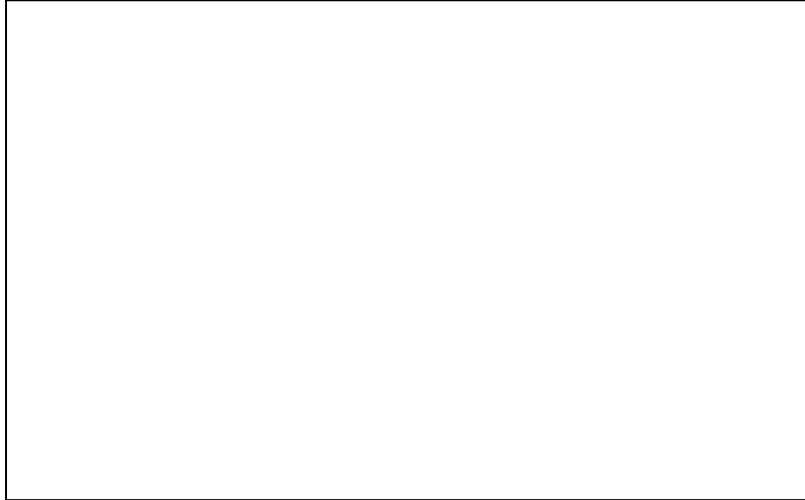
- Cover: Includes title of book and an image
- Table of Contents
- Introduction: Explaining the importance of multiple perspectives
- Four Chapters, one reflecting each turning point
 - Chapter title
 - Historical Overview
 - Creative contribution for 3 perspectives

Rubric

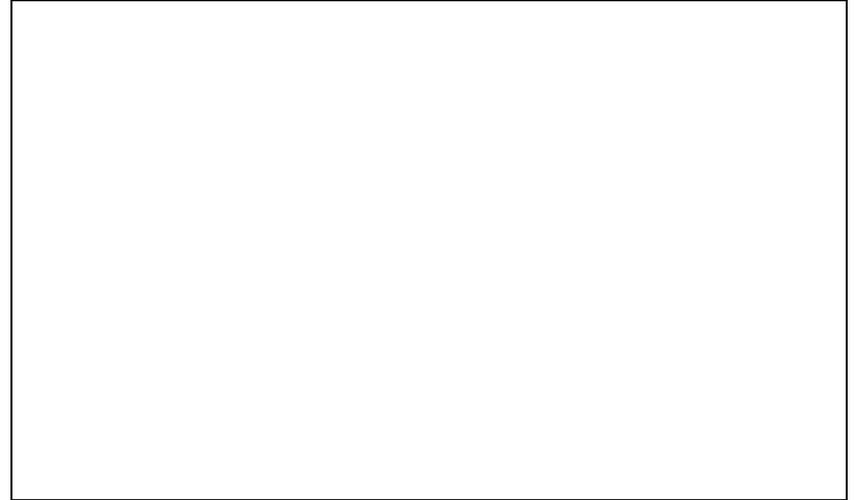
	4	3	2	1
Content	<ul style="list-style-type: none"> • Clearly explained, factual overview of the turning point • Clear depiction of at least 3 perspectives per chapter. 	<ul style="list-style-type: none"> • Explained, factual overview of the turning point • Depiction of at least 3 perspectives per chapter. 	<ul style="list-style-type: none"> • Overview of the turning point with little factual support • Depiction of at least 2 perspectives per chapter. 	<ul style="list-style-type: none"> • Inaccurate overview of the turning point • Depiction of only 1 perspective
Components	<ul style="list-style-type: none"> • Includes all of the following • Neat cover with title and image • Table of Contents • Introduction page explaining reasons multiple perspectives are important • Chapter title, image, background on turning point • Section for each perspective • Neatly and creatively compiled 	<ul style="list-style-type: none"> • Includes all of the following • Cover with title and image • Table of Contents • Introduction page listing reasons multiple perspectives are important • Chapter title, image, background on turning point • Section for each perspective • Neatly compiled 	<ul style="list-style-type: none"> • Missing one of the following • Neat cover with title and image • Table of Contents • Introduction page listing reasons multiple perspectives are important • Chapter title, image, background on turning point • Section for each perspective • Correctly compiled 	<ul style="list-style-type: none"> • Missing more than one of the following • Neat cover with title and image • Table of Contents • Introduction page listing reasons multiple perspectives are important • Chapter title, image, background on turning point • Section for each perspective • Unorganized
Skills	<ul style="list-style-type: none"> • Demonstrates a good understating of the following • How to recognize a turning point • How to recognize multiple perspectives 	<ul style="list-style-type: none"> • Demonstrates an understating of the following • How to recognize a turning point • How to recognize multiple perspectives 	<ul style="list-style-type: none"> • Demonstrates some understating of the following • How to recognize a turning point • How to recognize multiple perspectives 	<ul style="list-style-type: none"> • Demonstrates little understating of the following • How to recognize a turning point • How to recognize multiple perspectives
Mechanics	<ul style="list-style-type: none"> • Correct spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Mostly correct spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Some mistakes in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Many mistakes in spelling, grammar and punctuation

Planning Template for Picture book

Cover: Includes title, authors, image



Title Page



Back of title page (publishing info)



Table of Contents



PLANNING TEMPLATE FOR EACH CHAPTER

(Modeled on the 'America in the Time of' series: student groups will need 4 copies of this page - one for each chapter.)

CHAPTER TITLE

Introduction to the turning point

Include an image reflective of the chapter

Provide insight into one perspective.

Provide insight into one perspective.

Provide insight into one perspective.

Turning Points Board Games Project



Unit 2 covers a broad range of United States history. Creating board games is a way to touch on each topic while motivating and engaging students. Whole class mini-lessons will provide a framework for the unit while students choose a specific turning point about which to become an expert. Students will then work collaboratively within a group to develop a board game that demonstrates their knowledge and understanding of the turning point.

Expert groups

Students should explore text sets to identify a turning point that most interests them. This is best done when the books are divided by topic and set up in centers. Include focus questions at each of the centers to guide the students as they browse through the books. As the students are visiting each bin, remind them that they will be spending a lot more time on one of the topics so it is important that they consider what they are enjoying when they read.

After the second or third day, students can turn in their preferences in 1-2-3 order on an index card. Identify student work groups that are logical for your class.

Game groups

Students can use the graphic organizer that follows to begin researching, or they may decide to take notes in their social studies notebooks. Either way, the next week should be spent researching their specific topic.

During free choice time or recess, allow the students to analyze board game styles of well known games to identify board game components that they would like to adapt for their own game ... Colonialopoly anyone?

Guidelines for the game boards

The games are meant to be educational and therefore should include:

- Question and answer cards (these can take many forms)
- Fun facts
- Dates
- Illustrations that support the game (like a map for Westward Expansion)
- Rules/an objective



The Colonies

Experts will need to learn about these topics:

Life in the colonies - men Expert _____	Life in the colonies - women Expert _____
Life in the colonies- children Expert _____	What hardships did the colonists face? How did colonists have fun? Expert _____
How the government worked in the colonies Expert _____	Other: Expert _____

Your game board must include information on each of the topics above. If you want to add more topics, you are welcome to! Make sure that each member of your team is prepared and knows what he/she is researching. Good Luck!

American Revolution

Experts will need to learn about these topics:

Events that led to the American Revolution (1) Expert _____	Events that led to the American Revolution (2) Expert _____
What life was like for men, women and children during the American Revolution Expert _____	Important battles of the American Revolution Expert _____
How people chose sides during the American Revolution Expert _____	Other: Expert _____

Your game board must include information on each of the topics above. If you want to add more topics, you are welcome to! Make sure that each member of your team is prepared and knows what he/she is researching. Good Luck!

Growth of a Nation

Experts will need to learn about the topics below:

The adventures of Lewis and Clark (1) Expert_____	The adventures of Lewis and Clark (2) Expert_____
The Trail of Tears - causes Expert_____	The Trail of Tears – what it was like for the Cherokee Expert_____
How did the United States expand? Who was affected? Harmed? Who benefited? Expert_____	Other: Expert_____

Your game board must include information on each of the topics above. If you want to add more topics, you are welcome to! Make sure that each member of your team is prepared and knows what he/she is researching. Good Luck!

Moving West!

Experts will need to learn about the topics below:

What life was like on a wagon train Expert_____	What motivated families to move and what hardships they faced Expert_____
How life was different for men, women, and children pioneers Expert_____	What kind of encounters did the pioneers have with the Native Americans they met along the way? Expert_____
How pioneers dealt with the problems they encountered Expert_____	Other: Expert_____

Your game board must include information on each of the topics above. If you want to add more topics, you are welcome to! Make sure that each member of your team is prepared and knows what he/she is researching. Good Luck!

Railroads and Boomtowns

Experts will need to learn about the topics below:

Life in a boomtown Expert_____	Life as a railroad worker Expert_____
Important facts about the Gold Rush Expert_____	Hardships of living in the “Wild West” Expert_____
Changes that occurred because of the gold rushes and the railroads Expert_____	Other: Expert_____

Your game board must include information on each of the topics above. If you want to add more topics, you are welcome to! Make sure that each member of your team is prepared and knows what he/she is researching. Good Luck!

Westward Expansion Mural Project



<http://americanart.si.edu/collections/search/artwork/?id=14569>

A mural does not necessarily require a wall and four gallons of paint... in fact, a mural can be made from most any medium. When creating a mural, it is up to the teacher and his/her students to determine which kind of mural makes the most sense for the class.

Setting Up

There are several ways to approach the grouping of students in order to create the mural. Based on content area, the groups can include:

- Urban expansion and industrial development on the east coast
- Wagon Trains
- American Indian Tribes affected by westward movement
- Frontier and boom towns
- Gold seekers

Based on geography, some possible groups include:

- Woodlands
- Mountains
- Plains
- Deserts/canyon lands
- Alpine wilderness
- Redwood forests
- Coasts

When students are creating a mural, their research should address not only historical content area, but also the geography of the United States and its vast diversity.

Group Work

Groups of 3-4 work best, although this project has such a range of topics and partners are also possible.

Example of Wagon Train Group Work: Students use books and internet to learn about life on the wagon trains. Because their final outcome is illustrative, they should pay special attention to images. The group will discover that wagons trains had about 100 families and that very few of them actually rode on the wagons. They might find that the trail was littered with abandoned household items that were too heavy to keep on board. It is impossible to ignore the hardships of life on a wagon train and it is important that students find a way to represent some of the obstacles.

After research, the group will plan out their representation of their findings. If your medium is printmaking, the students will begin to sketch out their wagon train, an overturned wagon, an ox with a hurt hoof and some people walking next to wagons. Perhaps they will include a wagon circle or abandoned household goods. Whatever they choose, each member can illustrate different ideas. With printmaking, it is only necessary to make one or two wagons that can be pulled onto the mural over and over to create a train.

Example of a Geographic Group: A group working on a geographic region will research through books and the internet, but with a different focus. They will need to determine what kinds of plants and animals live in their area as well as climate and terrain. Once they have completed their research, they will go about illustrating in the same way as a historical content area group. Some students may work on drawing mountains while others are focusing on animals and plant life.

Putting it all together:

The class should generate ideas on how to put all their parts together. This discussion should lean toward essential understanding of westward expansion and the movement of the population into some harsh and unknown landscapes. It is entirely possible to put the mural on top of an outline of the United States (current map) but it can be done without the map in the background. If the class is printmaking, students can lay their prints in order-starting with the geographic groups first. If the class is painting or illustrating, one group at a time may work best.

PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, The United States, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

Turning Points

During this unit, students explored turning points in American history from the initial explorations of the continent to Industrialization. Using their knowledge of turning points ask students to discuss the contemporary technological revolution as a possible turning point. Have students discuss whether any other contemporary events may be viewed as turning points by future historians.

Multiple Perspectives

Students explored various historical events from multiple perspectives. Have students explore current events to identify possible perspectives from which contemporary events could be viewed. Explore the purpose of being able to view an issue from multiple perspectives.

Going forward

Having looked at key changes in the course of American history, what changes would benefit the country in the future? Students may discuss the current trend of ‘going green.’ What options does the country have in continuing to grow and develop?

Field Trips for The United States

Location

Exhibits and Programs

Brooklyn Museum

200 Eastern Parkway, Brooklyn
<http://www.brooklynmuseum.org>

American Art Collection
 Decorative Arts: Period Rooms
 Luce Center for American Art
 From Colony to Nation Exhibit

Federal Hall National Memorial

26 Wall St, Manhattan
 212 825-6888
<http://www.nps.gov/feha>

King Manor Museum

Between 150th and 153rd Sts, Queens
 718 206-0545
<http://www.kingmanor.org>

Metropolitan Museum of Art

1000 Fifth Avenue at 82nd Street, Manhattan
<http://www.metmuseum.org/>

The American Wing
 The Henry R. Luce Center for the Study of
 American Art

Museum of the City of New York

1220 5th Avenue, Manhattan
<http://www.mcny.org/>

New York City Photographs, Prints, and
 Drawings

National Museum of the American Indian

1 Bowling Green, Manhattan
 212-514-3700
<http://www.nmai.si.edu/subpage.cfm?subpage=visitor&second=ny>

Historic Richmond Town

441 Clarke Ave, Staten Island
 718-351-1611
<http://www.historicrichmondtown.org>

You be the Judge
 (available January through March)

Weeksville Heritage Center

1689 Bergen Street, Brooklyn
 718-756-5250 x 4
<http://www.weeksvillesociety.org>

Historic Hunterfly Road House Tours
 Living Freely: Everyday Life in
 Weeksville
 Silver to Tin: Family Life in the
 Changing City

V.

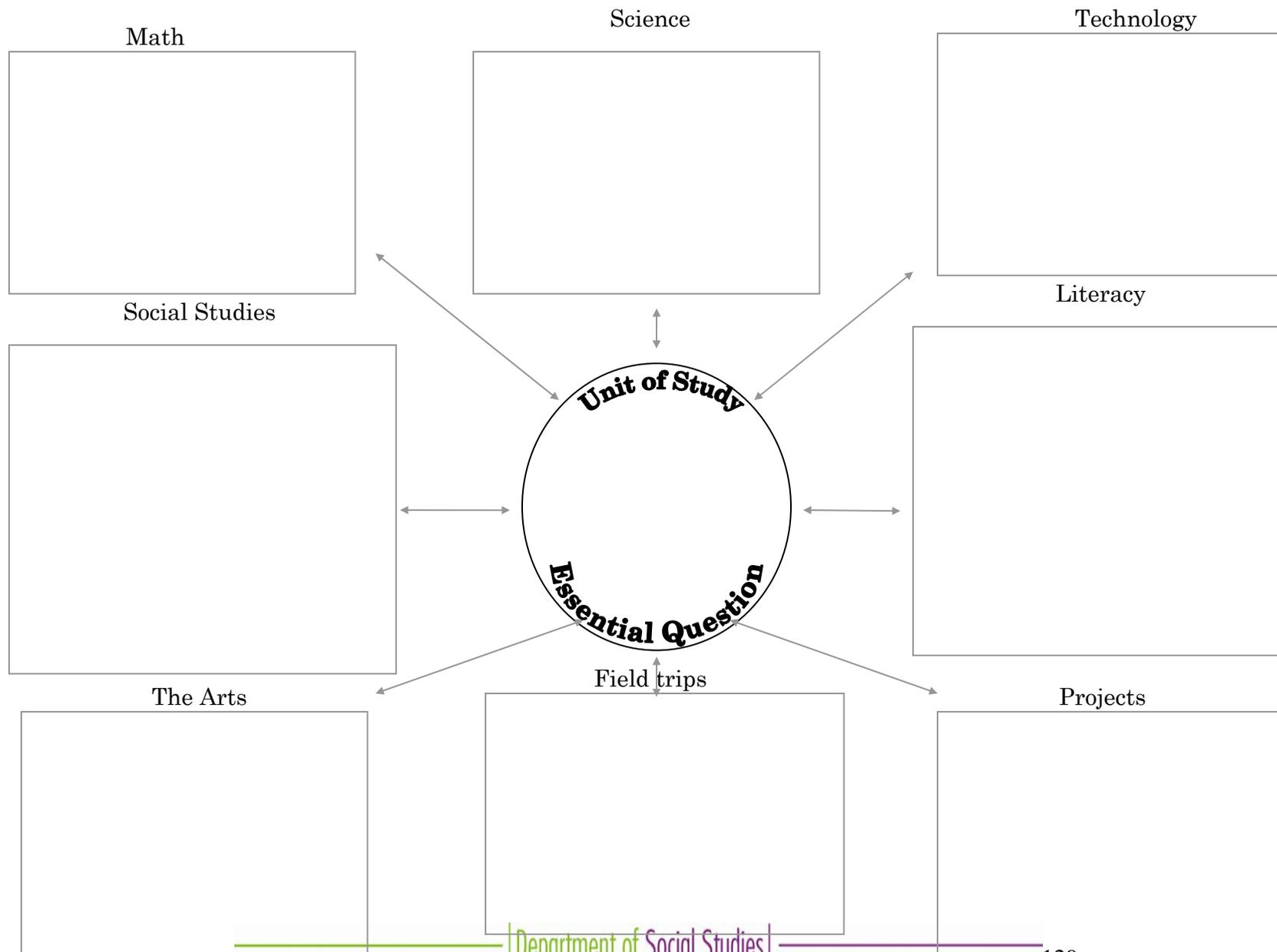
Additional Resources



The Original Star-Spangled Banner

http://www.si.edu/Encyclopedia_Si/nmah/starflag.htm

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

Content/Academic Vocabulary (sample)

Focus Questions



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

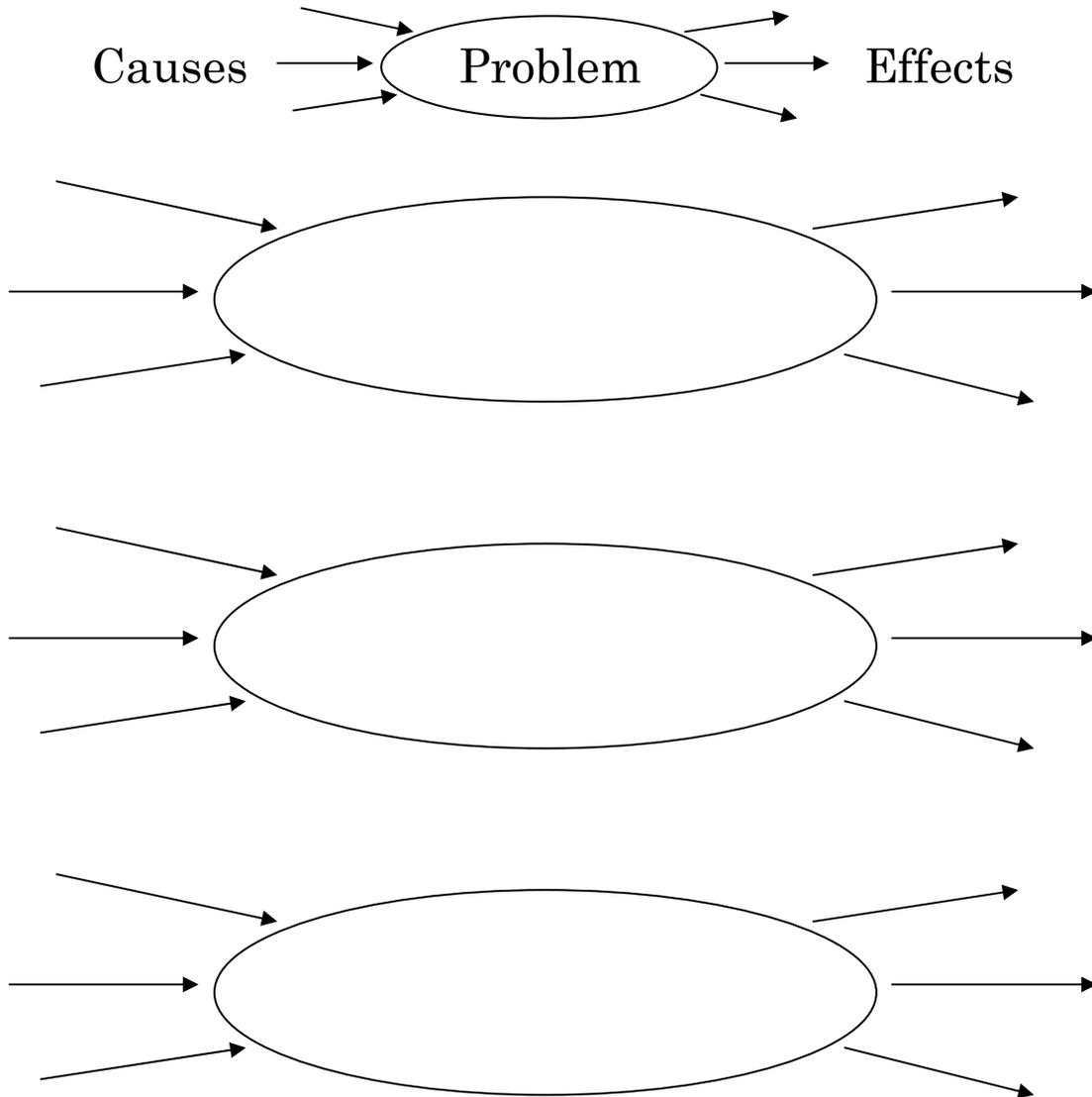
Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____

Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

**WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA**

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads...	In My Own Words...

OPINION/PROOF THINK SHEET

Name _____ Date _____

Text _____

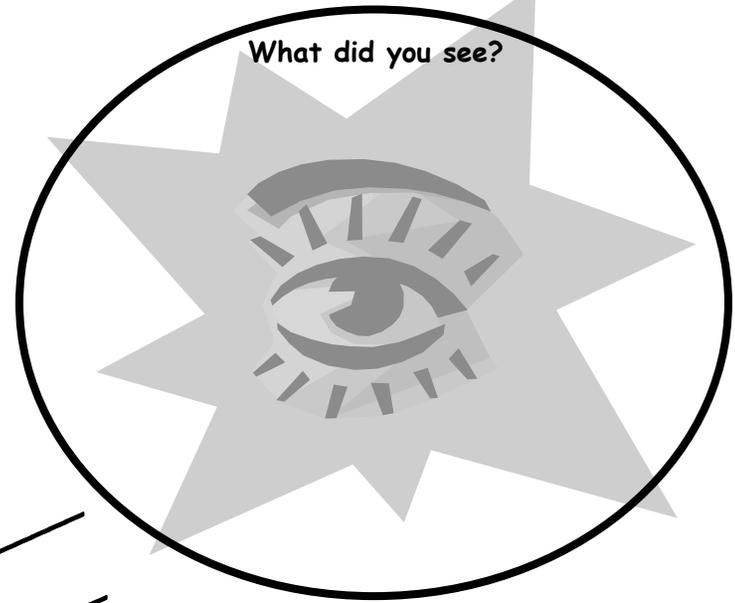
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

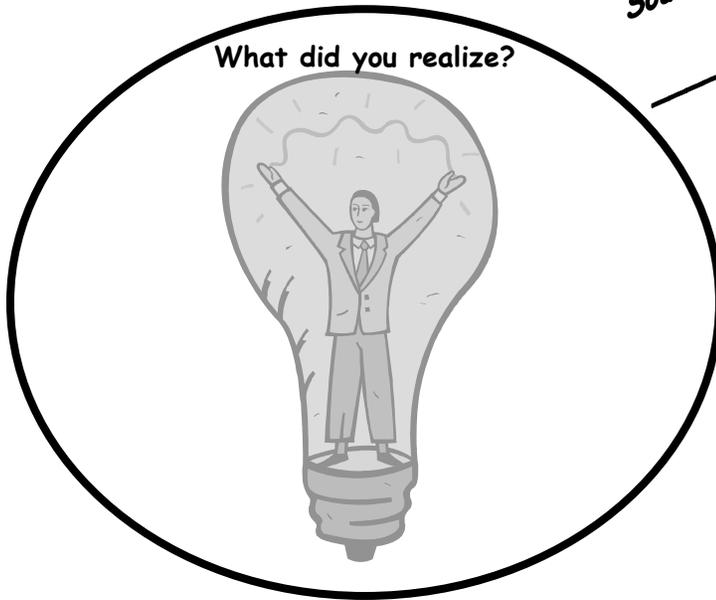


What did you see?

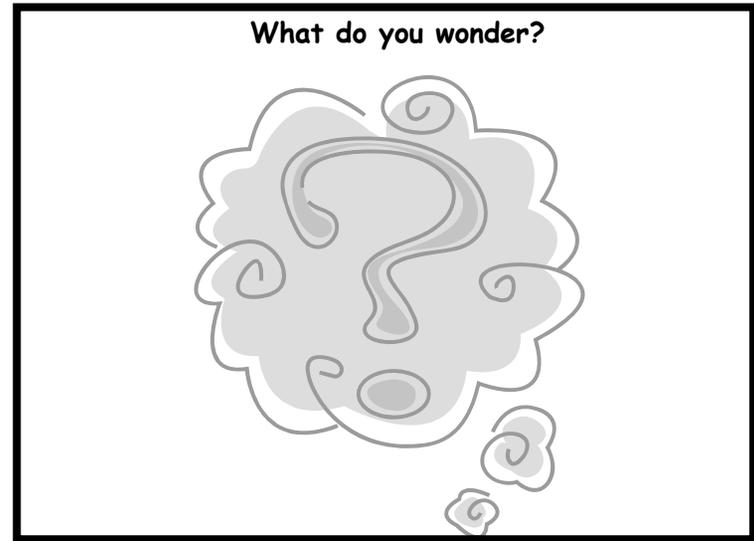


Source:

What did you realize?



What do you wonder?



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