GENERAL INFORMATION: Sue Ellen Burriss, U.S. History 1800's (Unit Title), Challenges of Reconstruction (Lesson Topic), Grade 5, 1 day

From a background perspective students should be able to:

English/Language Arts: Read and comprehend, write for a purpose and interprete meaning in writing (such as using context clues and root words). Effective communication skills.

Social Studies: Students should be aware of the characteristics of conflict and war a sense of time and era (from Lesson 1). Knowledge of life as a pioneer, migrating westward and the living conditions,  (from Lesson 2).

Art: Student should be able to draft drawings of common items such as people, environment. Students should understand that art is representative of something and can be abstract and not literal.

The above benchmarks will be developed into:

English/Language Arts: Reading and comprehending nonfiction literature about African-Americans, Native Americans and European-Americans during the Reconstruction of North America. Communicating with other student-ideas, thoughts and interpretations derived from literature pertinent to hardship of different social groups during the Reconstruction.

Social Studies: Students will be able to identify struggles (equal rights, division of races), disputes among different groups (owning land versus common territory) and physical hardship (living in unsettled land, traveling long distances) during the era of Reconstruction. All of the struggles, hardship and disputes developed our nation into its current political structure, equal rights and development of technology to make our lives easier.

Art: Students will draw pictures representative of groups and understandings of the Reconstruction. Students will learn new crafts relative to significant groups during the Reconstruction.

Stage 2: How will I know that they know and can do it?

Students will construct an essay that describes challenges of each of the following groups. Additionally, students can make a craft or explore a unique skill set from each group.

STATION ONE: Native Americans

STATION TWO: African-Americans

STATION THREE: European Pioneers

Stage 3: What will I need to do to make this happen?

MANAGEMENT TECHNIQUES

Classroom setup

Structural

Conducive learning structure by removing as many distractions as possible. Students will be controlled to establish a pattern in activities for conducting labs that will be used throughout the school year (assign classroom helpers, location of materials, turn-in bins and time monitoring). Eventually, students will be able to act independent of controls implemented to follow steps in a consistent and safe manner.

***See Attached Classroom Setup Document***

Formatted Learning

Vocabulary terms will be used in other curriculum areas. Throughout week, students will be provided time to study vocabulary terms in multiple activities to include; Flashcard practice, Word Sorts, drawing pictographs of vocabulary terms, by playing High Five and cross-word puzzles and word search puzzles. A sign in sheet will be used for each activity. Students will be signed in by partner – cannot sign in self. Literature for the week will pertain to curriculum topics. Verbal instruction will not exceed 10 minute blocks. Every 10 minutes there will be an informal assessment to check students understanding of content delivered. When starting new topics, students will demonstrate their level of background knowledge prior to instruction and demonstrate their level of knowledge thereafter instruction. Students are encouraged to bring in newspaper clippings (newspapers provided in class also) that discuss topics in curriculum

***See Attached Vocabulary Fluency Document***

Posted Classroom Management Materials

Class Rules, established during first week of school in collaboration with students.

Safety measures and Evacuation procedures posted by doorway or commonly frequented area.

Tokens Incentives are 5 tokens can turn in for a dress down day or Pajama Day. 4 tokens can be used for 30 minutes of extra gym time or 30 minutes of extra computer time. 3 tokens can be turned in for treasure chest prizes (full size candies, supplies), 2 tokens can be turned in for one small candy.

Clip up Chart with token incentives (in class and school wide).

Each day, the students start in “Ready to Learn”. If their clip was moved during the day, it is marked on their 2-week take-home calendar. Every 2-weeks, a calendar with students’ behavior for the day is sent home and must be signed by a parent/guardian.

Class rewards based on class behavior (in hallways, with other teachers and substitutes, during lunchtime and recess, any time outside of the classroom.) Class rewards include “dance party” (play favorite songs and dance in place), extra gym time, computer time or an additional Art or Music class. Even can result in a pizza party at lunch time.

Teacher will consult behavioral management issues firsthand and in private. There will be a progressive order that students will follow before having appropriate corrective action taken. Teacher will demonstrate respect, professionalism and gratitude for education. Teacher will instill and promote values such as gratitude, respect, appropriate behavior and will acknowledge students' emotions and frustrations. Teacher will assist students in achieving through a taught structure of planning, studying and goal directed actions.

SPECIFIC INSTRUCTIONAL STRATEGIES

Previous Units setup the expectations, format and skills needed for current unit. Attempt to coordinate related topics with other teachers in Music, Art, or other core curriculum teacher.

Teacher will use modeling, verbal instruction, guided instruction (where students will perform task while I give explicit instruction) constructive feedback, opportunities for student self-reflection, peer assessment, guided practice and multiple means of delivering instruction. Students will work in small groups to complete labs and activities, this will allow for collaboration of understanding. I will consider each student's strength and weakness in constructing lessons. We will learn to lean on our strengths to better develop our weaknesses.

Instruction will be delivered in different ways as will assessment. Instruction will be given verbally, visually (written on boards or projected through digital projector, PowerPoint, technology simulators and videos, technology polling mediums or other available mediums), through song, movement and readings.

Instruction will be reinforced through tutoring before and after school, peer tutoring, pairing of students with similar language backgrounds (one stronger in English) and through extended activities.

Assessments include a participation grade. I will mark a point for each day that a student actively participates in class. Participation can be a student asking the teacher a question, helping another student, offering experiences and opinions in discussions and is overall respectful of each person in class. The points are not that significant but will allow me to track how much as student is participating in their education in case there is a lapse in the students’ performance, I will be able to correlate to the amount of participation. This participation point system is also to encourage students to participate.

Vocabulary study will consist of three activities that are worth one point each. Again, this is a method to track the amount of effort a student puts forth in studying and learning new vocabulary. If I observe their inappropriate use of vocabulary, I will be able to link to or dismiss the fact that they complete or did not complete the vocabulary activities. A student may choose to create a rap or song using vocabulary words, create a cross-word and word-search puzzle, complete a worksheet (multiple choice, connect term to definition and fill in blanks) and create flashcards.

**Standards**

IL.1

GOAL: Read with understanding and fluency.

IL.1.A

STANDARD: Apply word analysis and vocabulary skills to comprehend selections.

IL.1.A.2a

> Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

IL.1.A.2b

> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

IL.1.B

STANDARD: Apply reading strategies to improve understanding and fluency.

IL.1.B.2c

> Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).

IL.1.B.2d

> Read age-appropriate material aloud with fluency and accuracy.

IL.1.C

STANDARD: Comprehend a broad range of reading materials.

IL.1.C.2a

> Use information to form and refine questions and predictions.

IL.1.C.2b

> Make and support inferences and form interpretations about main themes and topics.

IL.1.C.2d

> Summarize and make generalizations from content and relate to purpose of material.

IL.2

GOAL: Read and understand literature representative of various societies, eras and ideas.

IL.2.B

STANDARD: Read and interpret a variety of literary works.

IL.2.B.2a

> Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.

IL.2.B.2b

> Identify and explain themes that have been explored in literature from different societies and eras.

IL.2.B.2c

> Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

IL.3

GOAL: Write to communicate for a variety of purposes.

IL.3.A

STANDARD: Use correct grammar, spelling, punctuation, capitalization and structure.

IL.3.A.2

> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

IL.3.B

STANDARD: Compose well-organized and coherent writing for specific purposes and audiences.

IL.3.B.2a

> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

IL.3.C

STANDARD: Communicate ideas in writing to accomplish a variety of purposes.

IL.3.C.2a

> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

IL.3.C.2b

> Produce and format compositions for specified audiences using available technology.

IL.16.B.2d.US

> Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.

IL.16.D.2a.US

> Describe the various individual motives for settling in colonial America.

IL.16.D.2b.US

> Describe the ways in which participation in the westward movement affected families and communities.

IL.16.D.2.W

> Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).

IL.16.E.2a.US

> Identify environmental factors that drew settlers to the state and region.

IL.17

GOAL: Understand world geography and the effects of geography on society, with an emphasis on the United States.

IL.17.B

STANDARD: Analyze and explain characteristics and interactions of the Earth's physical systems.

IL.17.B.2a

> Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.

IL.17.C

STANDARD: Understand relationships between geographic factors and society.

IL.17.C.2a

> Describe how natural events in the physical environment affect human activities.

IL.17.D

STANDARD: Understand the historical significance of geography.

IL.17.D.2b

> Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.

IL.26

GOAL: Through creating and performing, understand how works of art are produced.

IL.26.A.1e

> Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.

IL.26.B

STANDARD: Apply skills and knowledge necessary to create and perform in one or more of the arts.

IL.26.B.1d

> Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

IL.26.B.2d

> Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

IL.26.B.3d

> Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

**Instructor Notes**

Objectives

Learn and understand that settlement of the land now known as the United States was not conducive to Native Americans and their lifestyle.

Learn and understand that African-Americans faced challenges during the Reconstruction of the United States

Learn and understand the challenges of pioneering during the Reconstruction.

Assessment Activities

FORMATIVE: Check on understand through guided readings of materials at each station

FORMATIVE: Assist and assess student learning through craft projects.

SUMMATIVE: Essay

Rubric

|  | **Advanced**(4 pts) | **Proficient**(3 pts) | **Developing**(2 pts) | **Beginner**(1 pt) |
| --- | --- | --- | --- | --- |
| **Reconstruction Essay-Content**(1.000, 33%)IL.16.B.2d.US IL.16.D.2.W IL.16.D.2a.US IL.16.D.2b.US IL.16.E.2a.US IL.17 IL.17.B IL.17.B.2a IL.17.C IL.17.C.2a IL.17.D IL.17.D.2b | Student identifies three skills of a group during the era of Reconstruction (i.e. skilled African-Americans at carpentry and blacksmiths). Student identifies two specific struggles or conflicts that same group experienced (i.e. unequal rights or discrimination). | Student identifies two skills of a group during the era of Reconstruction. Student identifies one specific struggle or conflict that same group experienced. (i.e. Native-Americans loss of food source and resources of the land due to settlement) | Student identifies at least one skill of a group during the era of Reconstruction. Student attempts to identify a struggle but is unclear or general (had to travel a large distance). | Student fails to identify a skill of a group during the era of Reconstruction. Student fails to identify or does not attempt to identify a struggle of specific group. |
| **Reconstruction Essay – grammar, punctuation and spelling**(1.000, 33%)IL.3 IL.3.A IL.3.A.2 IL.3.B IL.3.B.2a IL.3.C IL.3.C.2a IL.3.C.2b | Student uses vocabulary terms or specific terms appropriate to topics (i.e. Reconstruction instead of time of rebuilding of America). One or less grammatical (subject-verb agreement, spelling, etc.) error. | Student uses vocabulary terms or specific terms appropriate to topics (i.e. Reconstruction instead of time of rebuilding of America). Five or less grammatical (subject-verb agreement, spelling, etc.) error. | Student uses vocabulary terms or specific terms appropriate to topics (i.e. Reconstruction instead of time of rebuilding of America). More than 5 grammatical (subject-verb agreement, spelling, etc.) error. | Student doesn’t use vocabulary terms or specific terms appropriate to topics (i.e. Reconstruction instead of time of rebuilding of America). More than 5 grammatical (subject-verb agreement, spelling, etc.) error. |
| **Reconstruction Essay – Reflection**(1.000, 33%)IL.2 IL.2.B IL.2.B.2c IL.3 IL.3.A IL.3.A.2 | Student identifies learning points (what they learned). Student reflects their response to learning points (I was surprised, hurt, sympathetic, elated, etc.). | N/A | N/A | Student fails to reflect learning points and their response to said learning points. |

Instructional Activities

Introductions of Westward Movement

Students visit stations dedicated to different skills and challenges of a group during the Reconstruction

STATION ONE: Native Americans

Read about Wounded Knee Masacre, explore making necklaces, pottery, grind corn and other crafts and skills.

STATIONS TWO: African-Americans

Read about people and Exodusters. Skillsmen and contributions in agriculture, education, music, etc,

STATION THREE: European-decent pioneers

Read about food preservation, sustinence farming, challenges of new frontiers.Explore hobbies, crafts and skills of prioneers. Some skills are sewing, making butter or cheese, canning.

Reading Across the Curriculum

During Learning Centers/Stations students will rehearse vocabulary in different contexts.

Each book resource offers a variety of delivery and presentation of material. Some material is presented through a fictional pioneer family, one book presents information in the form of question-answer, another book uses factual information and colorful illustrations to delivery information.

Describe how reading strategies/assessments are infused within this lesson.

Writing an essay strategies will be used (planning, drafting, reviewing, editing, finalizing)

Strategies for English Language Learners

-The activity will be modeled to students to put instructions into context.

-Visual aids are used throughout activity (PowerPoint, dry erase board, handouts with pictures and illustrations and physical manipulatives).

-Allow additional time to complete assignment.

-IPAD as a translator

-Obtain a translator if necessary.

-Documents and worksheets made available in appropriate language for assistance at home (by non-English speakers) and for student’s benefit.

-Content on Seasons is available through PBS.org and scholastic in Spanish.

-Books in additional languages on topics will be made available through library resources.

-Explicit instruction provided for complimentary tasks (such as use of technology). Photos or visual samples provided.

-Pair students with similar languages yet different levels of functioning to assist the student with less understanding of English. Peer-assisted.

Adaptation for Exceptional Students

-Emerging learners will be placed with students who illustrate high competency of task. They will be grouped into a small group and will be provided additional assistance. All students will be allowed to revise or complete tasks at home. Additional reading is available. Study techniques for vocabulary are utilized (hands-on: flashcards; in context: worksheets; word parts: latin derivatives of vocabulary provided)

-Advanced learners can choose to work independently on activities and can create an activity of their own.

-Additional voluntary activities are available to enhance lesson.

-Advanced learners can also choose to complete a modified assignment in lieu of other assignments. These assignments will ask student to utilized skillsets that are more developed such as using technology for demonstrations and charts and typing responses.

-For students with vision and/hearing difficulties, the teacher will allow students to move to another place in the classroom where he/she can see the modeling and class activities best. Large printed handouts will be available. Instruction is delivered in multiple methods; verbal, visual, modeling, small group and hands-on.

-Higher functioning level students will be offerred opportunity to Peer-tutor another student, under supervision of teacher.

Word Bank

Reconstruction: the process of rebuilding or fixing something that was damaged or destroyed.

Pioneer: Person who seeks territories not otherwise explored.

Settler: A person who makes an area permanent for living.

Exodusters: African-Americans who moved to Kansas to seek refuge in the open west (reference to Exodus of Jews from Egypt)

Trailblazer: Person who creates routes.

Equipment and Materials

Learning Centers will provide supplemental instruction, practice and exploration of current topics. Learning Centers feature pertinent literature that is varied for all students abilities and interests. Some Centers will provide hands-on and differentiated practice for newly acquired information and academic language. Learning Centers will also allow students to relate what they are learning to our everyday life.

Add sections so that you have a minimum of 10 activities that can be run independently. Attach the student direction cards below.

Vocabulary Fluency Activities

1. Word Sort

2. Pictograph

3. High Five Game

4. Flashcards

5. Vocabulary word search or cross word puzzle

Real Life Application activity

6. Folder with current newspaper, journal or magazine articles that express topics we learned or are learning about in class. Instructions with folder: student will reflect on article.

7. Literacy Station: Books pertinent to topic will be available. Books will be varied in type of literature (expository, narrative, entertainment, etc) and in level (level 1, level 2, etc.)

8. Open Art: Students are able to work on models using "open art" baskets. Each basket has multiple and varied materials for student's disposal.

30-COPIES of Student Handout of Essay instructions.

All Book resources available in three different areas of class.

Whiteboard or chalkboard

30-Scoring rubrics

Materials for Arts (white drinking straws, yarn or thread, scissors) Open art baskets.

Safety & Disposal Concerns

Be aware of skin allergies before administering or bringing in foreign materials for activities.

Proper disposal of biodegradable items in proper bin. Recycle materials or prepare used materials for reuse.

General lab safety to be followed and classroom rules to be followed and enforced.

Evacuation Procedures posted and visible to students (not posted for adult height).

Emergency procedures are reviewed often and posted near doors.

**Master Documents**

Student Handouts

Listed and attached below are handouts that will be used by the students:

* Student Handout 1: Reconstruction Essay

Teacher Documents

Listed and attached below are handouts that will be used by the teacher:

* Teacher Handout 1: Essay Rubric and Grading Scale

**Resources**

References Cited

Baldwin, Gordon C. A Science Survey Book: How Indians Really Lived. G.P. Putnam’s Sons. New York.

Greenwood, Barbara. A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840.1994. Houghton

             Mifflin Company. Boston.

O’Neill, Laura A. Wounded Knee: The Death of a Dream. 1993. The Millbrook Press. Brookfield,

             Connecticut.

Patrick, Diane. The New York Public Library Amazing African American History: A Book of Answers for

              Kids. 1998. Stonesong Press. New York.

Roza, Greg. The Story of America: Westward Expansion. 2011. Gareth Stevens Publishing. New York.

Resources

[Local Library](http://www.whiting.lib.in.us/" \t "_blank)

Whiting Public Library. Open 9am through 8pm Monday through Thursday. Friday and Saturday 9am through 5pm. Useful for obtaining materials for lower than grade level functioning and above grade level functioning students.

Mrs. Etch

Art teacher at school. Coordinate for students to complete or explore Native American arts such as necklace making, mask making, pottery.

[DuSable Museum of African-American History](http://www.dusablemuseum.org/exhibits/current)

ADMISSION INFORMATION DuSable Museum is conveniently located in Washington Park at the corner of 57th and Cottage Grove. Our address is 740 East 56th Place. Learn more about getting to DuSable Museum. HOURS & CLOSURE DAYS Tuesday thru Saturday 10am  5pm Sunday Noon  5pm The Museum is closed to the public on the following days: Closed Mondays Easter July 4th Labor Day Thanksgiving Christmas New Years Day GENERAL ADMISSION PRICES Adults $10.00 Students & Seniors $7.00 Children Ages 6 to 11 $3.00 Children Under 5 FREE CHICAGO RESIDENT PRICING DuSable Museum offers special pricing to Chicago residents and students! Illinois residents can enjoy complimentary basic admission on free days. Adults $8.00 Students & Seniors $5.00 Children Ages 6 to 11 $2.00 Children Under 5 FREE FREE SUNDAYS Admission is FREE to all on each Sunday of the year. We also offer free admission rates (on school days) to all Chicago Public School students. VISITOR GUIDELINES We ask your help in maintaining our facility. Please note that the following are not permitted while visiting our galleries: Animals Backpacks or oversized bags Food or Beverages Photography or Video Cameras Umbrellas ACCESSIBILITY The DuSable Museum is handicapped accessible. A limited number of wheelchairs are available. Baby strollers are permitted throughout the facility. Strollers are not available for loan to visitors. The Administration and Staff thank you for your cooperation while visiting the DuSable Museum of African American History. PERTINENT EXIBITS The Freedom Now Mural The nine by eight foot bas-relief carving illustrates 400 years of African American history including such notable figures such as Frederick Douglass, W.E.B. DuBois, and Mary Mcleod Bethune, and such historic events as the 1831 Nat Turner led slave revolt and the Little Rock Nine school integration. www.civilwarinart.org Discover the American Civil War Like Never Before Free Web Exhibition: civilwarinart.org is an exciting new website for teachers and students to see and learn about the issues, events, and people connected to the Civil War. Visit. Explore. Discover.

[Mitchell Museum of the American Indian](http://www.mitchellmuseum.org/exhibits/exhibit-teachinglodge.html)

Photos, descriptions and information to visit the museum. Education - Living Cultures For Teachers This page contains documents, lesson plans, worksheets, and websites that can supplement the required learning outcomes for any grade school classroom. Information about our regional loan boxes can also be found on this page FAQs Click here to email a question to the Curator and well post the answers to the top inquiries here.

Mrs. Donna - Leader of Crochet club at Community Center

Mrs. Donna coordinates the Crochet Club at the Whiting Community Center. Students can join for free. Mrs. Donna is available to demonstrate and discuss the background of crochet on Mondays from 1-2pm. (219)555-4524.

Librarian Mena - Gardening Club

Local librarian who coordinates the local gardening program for Whiting/Robertsdale. Students are welcomed to attend a Saturday session of the gardening club and learn or ask questions about basic gardening. Saturdays 11am -12pm, Room 102 at Whiting Public Library.