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## Using Integrated Thematic Units to Teach Social Studies in the Intermediate Grades Classroom

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USING INTEGRATED THEMATIC UNITS TO TEACH SOCIAL STUDIES IN  
THE INTERMEDIATE GRADES CLASSROOM

by

NOELLE FRANTZ

A thesis submitted in partial fulfillment of the requirements  
for the Honors in the Major Program in Elementary Education  
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## ABSTRACT

Teachers are asked every day to teach a variety of subjects to their students, but it is often challenging to find enough time in the day to teach every subject. Often, social studies is the subject that gets left out of the curriculum. The purpose of this project was to examine the research behind thematic units and determine their role as a strategy to teaching social studies in the intermediate grades classroom. I researched thematic units including how to create them and their benefits and challenges. Using the research, I then made a resource for teachers to create their own thematic unit. This resource includes the steps to use to create a unit and how to find quality children's literature to use in the unit. It also includes how to plan the unit and examine the standards then brainstorm ideas for lessons in the unit. Titles of children's literature that relate to the thematic unit are included. The resource also includes a sample social studies thematic unit that teachers can use as a guide to create their own units.

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## INTRODUCTION

Throughout the school day, most elementary teachers are responsible for teaching a variety of subjects including language arts, math, science, and social studies. It can be difficult to find enough time to fit in every necessary subject. While there are many approaches teachers can take when planning social studies instruction, one approach is to create social studies thematic units that integrate social studies with language arts instruction. The purpose of this project was to examine the research behind thematic units. This research was then used to create a resource for teachers to guide the creation of their own thematic units. Having a resource that details how to develop a social studies thematic unit will allow teachers to be successful in effectively implementing this strategy in the classroom.

### Rationale

As I participated in service learning and internship during my college career, I noticed a lack of social studies instruction in the classrooms I visited. I always saw math instruction and language arts instruction, and sometimes I saw science instruction, but I rarely, if ever, saw social studies instruction. If I saw social studies being taught, it was only for a short period of time and never every day. Teachers had different reasons why they did not include social studies in their curriculum. When I asked teachers why they did not teach social studies, most of the

answers I heard were that they just did not have time to teach it every day or that other subjects took priority over social studies.

These concerns may seem valid, but social studies is an important subject, and there are ways to incorporate it into the daily curriculum. It is true that there are many subjects that elementary teachers are required to teach every day, and it can be hard to fit in everything that needs to be taught. Since social studies is often not tested on standardized tests, the tested subjects, normally math and language arts, tend to be the priority as teachers focus on preparing their students to pass the test. Teachers and students face a lot of pressure to do well on high-stakes, standardized tests, but unfortunately, this pressure has led to a decline, or even a total elimination, in instructional time being devoted to subjects like social studies. Fortunately, there are solutions to the problems teachers face pertaining to social studies instruction.

I believe that teachers need to understand different ways to teach social studies without sacrificing their instructional time in math and language arts. Math and language arts are important parts of the curriculum, but social studies is also important and needs to be included in the curriculum. My hope is that by giving teachers tools and strategies for teaching social studies, more teachers will recognize that there is time to teach social studies, and it is a subject worth keeping in the elementary curriculum. While there are different ways to teach social studies, I will focus on thematic units as a solution because integrated thematic units incorporate social studies instruction with language arts instruction allowing teachers to teach social studies without sacrificing their language arts instructional time. The following section will review literature that defines thematic units and describes the benefits of using them in the elementary classroom.

## REVIEW OF LITERATURE

### Thematic Units

A thematic unit is an instructional unit that is focused around a particular theme or topic (Mickel & Goerss, 1995). A unit can be focused on themes from different content areas including themes found in the social studies curriculum. Teaching thematically provides an opportunity for instruction to be integrated across the subject areas allowing teachers to use social studies, science, language arts, and math instruction to teach about the theme. Thematic units that integrate instruction across the curriculum are called interdisciplinary thematic units (Mickel & Goerss, 1995). An interdisciplinary social studies thematic unit would be centered around a social studies theme and use the other content areas, such as language arts, math, and science, to teach about the social studies theme. Huck (2018) states that teachers in the intermediate grades, third through fifth grade, have an easier time integrating social studies instruction, especially integrating social studies instruction with language arts instruction, “because of the need for accessing and applying literacy skills to the many features of text prevalent in reading instruction” (p. 3). Based on this information, teachers, particularly teachers in the intermediate grades, should consider the use of interdisciplinary thematic units in their classroom as a way to meet the standards for every subject area including social studies.

There are different ways to create a thematic unit, but there are certain considerations that should be taken in their creation no matter what approach one takes. First, teachers need to choose their theme then decide how to limit the scope of the unit. Barnett and Horton (2008) state in regard to the unit theme that teachers “cannot and should not teach everything about it”



(p. 3). Instead, teachers need to determine the important aspects of the theme and then select one or two aspects to be the unit focus. Once teachers have determined the focus of the unit, they can begin to plan the actual unit. Current literature about creating thematic units provides different steps teachers can take when creating their units. Mitchell and Young (1997) suggest selecting the unit centerpiece, such as literature, then brainstorming possible activities that would meet unit objectives and incorporate the unit centerpiece. After planning activities for the unit, they next recommend planning introductory and concluding activities then planning the unit assessment. Other authors recommend a different order to the steps of planning a unit. Barnett and Horton (2008) recommend after choosing a unit focus, that teachers plan the concluding unit activity first, then the introductory activity, and finally the lessons in the middle of the unit. By starting at the end, they state that teachers will have a better understanding of where students are going in the unit and will be able to plan lessons that will effectively prepare students for the end assessment. Planning the end results and assessments first then planning the learning activities second is a planning approach called backward planning (Chapin, 2013). Using the work of Mitchell and Young (1997) and Barnett and Horton (2008), I developed my own guide for creating a thematic unit (see [Appendix A](#)). Whichever way one decides to plan a unit, all units need to have a focus on social studies content and include activities and assessments that are relevant to the unit goals and provide effective, standards-based instruction. If thematic units are planned in an effective manner, they can have many benefits for students.

Thematic units have several benefits when used effectively. One of the problems facing classrooms today is finding time to teach social studies. Schools are emphasizing high-stakes testing and spending more time on test prep and teaching the subjects that will be tested: language arts and mathematics. This emphasis is causing a reduction, or in some cases even an

elimination, of instruction in social studies, physical education, and the arts to make more room in the day for language arts and math (Crossland & Lovelace, 2010). A 2017 report from the U.S. Department of Education found that third grade students in public schools spent an average of 2.8 hours per week on social studies compared to 9.9 hours per week on English language arts and 5.8 hours per week on math (Hoyer & Sparks, 2017). Other studies conducted in recent years have found similar results showing a reduction of social studies instruction. According to Groce, Heafner, and O'Connor (2007), a survey of elementary teachers in North Carolina found that teachers reported that they teach social studies only two or three days a week for half the year, spending the other half of the year on science while another survey found that teachers who were teaching social studies only spend around thirty minutes a week on the subject. Integration of content areas through thematic units is one solution to this problem of reduced instructional time. By integrating the content areas around a social studies theme, teachers can use their instructional time in a more efficient manner by ensuring they teach the English language arts and math standards that will be tested while also instructing students in the key concepts of social studies ensuring social studies is not left out of the curriculum (Huck, 2018). Teachers can even integrate the arts into their social studies thematic unit to address the decline in teaching social studies and the decline in teaching the arts (Bialach, Bolak, & Dunphy, 2005). Teachers have many standards that need to be taught over the course of the school day and school year, so through integration, teachers can make sure they teach the standards for every subject, including social studies.

Efficient use of time is just one of the benefits of thematic units. Many students have a lack of understanding about the deeper meaning of content and tend to only have a superficial understanding of what they are learning. Thematic units encourage students to develop a better

understanding and awareness of the content because they allow students to make connections across the curriculum (Robinson, Schneider, & Shanahan, 1995). According to Ritter (1999), through thematic units and content integration, students can find logical connections across the curriculum and then take that knowledge and use it in a variety of contexts. If students are developing connections that they can use in various contexts, they are demonstrating a deeper understanding of the content and are involved in higher-order thinking. Lipson, Peters, Valencia, and Wixson (1993) state that a fundamental aspect of integrated curriculum is higher-order thinking and the ability to transfer concepts across the curriculum. Therefore, teachers who choose to use an interdisciplinary thematic approach will promote higher-order thinking skills in their students in every subject.

Thematic units promote not only a depth of learning, but also more authentic learning. A thematic teaching approach should help “students understand why they are doing what they are doing” (Ritter, 1999, p. 2). Many students see school as artificial and irrelevant when compared to the real world, and often students will ask why they have to learn a particular concept. Outside of school, students often have to combine ideas from various disciplines to accomplish goals, so schools should also try to combine content instead of teaching subjects separately (Robinson et al., 1995). Creating content activities that are authentic and providing opportunities for students to create real-world connections between their learning in school and their life outside of school can help students understand the purpose behind what they are learning which makes the learning experience more meaningful.

## Challenges of Thematic Units

Despite the many benefits of thematic units, there are also challenges that come with their creation. One of the biggest challenges is time. Interdisciplinary thematic units are time consuming to organize and create (Mickel & Goerss, 1995). Teachers need to put time into developing an effective, purposeful unit that encompasses various subject areas across the curriculum. When creating a unit, teachers not only have to choose their unit theme, but they then have to create multiple lessons for their unit that integrate various content areas while meeting the unit objectives and content standards. It takes time to create effective and relevant lessons for a unit. If a unit is not well thought out, teachers will not observe, and students will not experience, the previously described benefits of thematic units.

Even if teachers take time to organize their units, many still face the challenge of how to create and implement a thematic unit. Heafner (2018) states that while teachers view integration as an effective teaching method, integration is often “underutilized, misunderstood, and varied widely” (p. 6). When attempting to integrate curriculum, teachers often face a lack of professional training and curricular resources in regard to integration. Without training and proper resources, teachers often find they do not know the most effective practices and strategies to teach concepts through integration (Denton & Sink, 2015). Lack of training in thematic units can lead to superficial integration of content. Teachers may try to force subjects together in the unit. Sometimes, a particular subject does not fit well into the unit, and it is acceptable to not integrate every subject and to teach a subject separately (Robinson et al., 1995). A thematic unit should only integrate the subjects that naturally align and will promote a deeper understanding of

the theme or topic being studied in the unit to ensure students make meaningful connections and have a more in-depth understanding of the content.

There are a few specific challenges associated with social studies thematic units. One problem is teachers may lack expertise in the area of social studies. Elementary social studies content varies widely from kindergarten through sixth grade, meaning teachers need to have knowledge of a large body of social studies content including communities and families as well as state history, U.S. history, and even world history. Heafner (2018) found that many teachers do not receive adequate training in social studies content while in their college teacher-preparation programs because there is not enough time to cover everything teachers are required to teach. Often, only pedagogy is addressed in these programs. As a consequence, they may not have the content knowledge needed to teach essential social studies content, therefore, they may struggle trying to integrate social studies with language arts and other subject areas.

Even if teachers have the content knowledge needed to teach social studies, they often do not understand the purpose and goals of teaching social studies. According to the National Council for the Social Studies (2016), “the purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world” (Purpose of Elementary Social Studies section, para. 1) which will allow students “to become effective participants in a democratic society” (Rationale section, para. 3). However, few elementary teachers view the purpose of social studies to be citizenship education (Denton & Sink, 2015). If teachers do not understand why they are teaching social studies, they may find it difficult to plan effective thematic units centered around social studies standards. One way to plan effective instruction is to integrate social studies with language arts by using children’s literature to teach social studies content.

## Children's Literature

A common approach to thematic units is to integrate social studies into the daily reading block. According to Busby and Kinniburgh (2008), social studies and reading are “well-suited for integration” because “many social studies and literacy standards overlap, creating an opportunity for teachers to chunk standards together into meaningful clusters within and across the two disciplines” (p. 61). By creating thematic units that integrate social studies and language arts, teachers have the opportunity to use children's literature, such as picture books and children's chapter books, as a means to teach social studies content.

Teachers often use textbooks exclusively to teach social studies. While textbooks can be a helpful teaching tool, there are some problems that come with relying solely on textbooks. One of the biggest problems is that many students may be uninterested in reading a textbook. Mickel and Goerss (1995) describe textbooks as a “dry collection of facts” (p. 4) that fail to motivate students. Children often enjoy reading stories, therefore, using quality children's literature can be more motivational than a textbook (Almerico, 2013). Students often are more familiar with the structure of trade books, or children's books, than with the structure of textbooks (Mickel & Goerss, 1995). Since trade books often present the same content as a textbook, students may have an easier time comprehending the information found in a trade book because they will not struggle with understanding how the text is structured. Additionally, textbooks do not provide differentiation for individual students' reading levels and learning styles (Keach, 1974). As a result of this lack of differentiation, students may struggle to comprehend the text they read resulting in a lack of content learning. Nonfiction text, including textbooks, tend to be more difficult to read than fiction books as they often are at a higher readability level. If teachers were

to use quality children's literature, they could choose texts that were on the student's reading level and fit their learning style which would provide a better opportunity to comprehend the text and learn the content.

There are other benefits to using children's literature in social studies thematic units. Thematic units support connections across content areas including between social studies and language arts, and children's literature can be used to support those connections (Huck, 2018). Trade books not only support connections across subjects but also connections between social studies and students' personal experiences. Literature offers a different perspective from the one seen in textbooks. Reading a trade book offers insight into the emotions of the event presenting a chance to relate to the book's characters and see connections between what happened in the past and what is happening in students' lives (Almerico, 2013). As students read a story, they are able to vicariously experience the historical events taking place in the text and explore different points of view which will help students understand and connect to the human dimension of social studies (Ediger, 1994). Teachers should provide students a variety of high-quality literature on the social studies topic to ensure there are books available on students' reading levels and books that will appeal to students' interests. Then, teachers need to provide a variety of ways to experience the chosen literature. Students should have the opportunity to read books independently or in groups, and teachers can also read-aloud text. Using literature and read-alouds to explore the content creates a more meaningful experience and provides time to teach reading strategies and skills that will help students discover the social studies content in the text (Davis & Lawler, 2014).

It is important for teachers to carefully choose the literature they want to use in their thematic units. Teachers should develop a themed text set of multiple related texts that can be

used to explore the big idea of the thematic unit. Text sets are a group of books from different reading levels and genres that discuss a similar concept and can be used together to teach that concept (Buchanan & Tschida, 2015). While developing text sets, teachers need to choose high-quality books. Quality literature is both accurate and well-written. One way to determine if literature is of a high-quality is to see if it has won any awards, such as a Newbery award for children's literature, Caldecott award for children's picture books, or Scott O'Dell award for historical fiction. Buchanan and Tschida (2015) also name some other resources to assist teachers in finding award-winning quality literature including the award-winning book lists from the American Library Association (see [Appendix B](#)). Mitchell and Young (1997) offer three questions that teachers can ask themselves when choosing which books to use for their units and their text sets. The first question to ask is whether or not one has read the book. Teachers need to read the text to make sure it is appropriate for their class and will address their unit objectives. Second, teachers can ask if the book will help students achieve the goals of the thematic units. If a text does not address the unit objectives, it should not be included in the text set. Finally, ask if the book is interesting. One of the main purposes of using literature to teach social studies is to motivate students to read about the content. If the book is not interesting, students will not want to read it and will not be motivated, therefore, defeating the purpose of using children's literature. Any literature chosen also needs to connect to the language arts and social studies standards.



## Standards

A critical part of an integrated thematic unit is addressing the standards. If an activity in a thematic unit is not related to the standards, it will be a waste of instructional time (Busby & Kinniburgh, 2008). When creating a thematic unit centered around social studies, it is important to address social studies standards. There is a common sequence to social studies standards throughout the United States. In the intermediate grades, third grade commonly learns about communities; fourth grade commonly learns about state history and geographic regions; fifth grade commonly learns about U.S. history, culture, and geography; and sixth grade commonly learns about world history and geography (Chapin, 2013).

Over the years, there have been movements to create common national standards. Currently, the set of national standards is the Common Core State Standards. The Common Core State Standards (2010) were developed to define the knowledge and skills to be gained by students in language arts and mathematics during their K-12 education to prepare them for success in college, careers, and training programs. Unfortunately, the Common Core standards do not include social studies standards for the elementary grades. The National Council for the Social Studies (NCSS) created their own set of curriculum standards in 2010. The NCSS Standards (2010) follow ten major themes for social studies: culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices. The themes provide a framework for content standards to be selected and organized.

Florida has its own set of standards for social studies known as the Next Generation Sunshine State Standards-Social Studies (NGSSS-SS) as well as language arts standards called the Language Arts Florida Standards (LAFS) (Florida Department of Education, 2014). When creating thematic units that integrate social studies into the language arts, it is important to ensure activities address the state social studies standards and language arts standards. Many language arts standards and social studies standards can be connected, so teachers should examine the standards for their state and see where connections can be made and addressed in their thematic units. The following section will review the methodology of my research.

## METHODOLOGY

### Timeline

The following is a timeline of my research and writing process:

- June, 2019: Met with thesis chair and discussed topic
- July, 2019: Began researching literature related to topic
- September, 2019: Began writing proposal
- Early November, 2019: Completed proposal
- Mid November, 2019: Defended proposal
- Late November, 2019: Submitted proposal to Burnett Honors College
- December, 2019: Continued research and developed model thematic units and guide for teachers
- January, 2020: Began writing thesis
- April, 2020: Defended thesis

I began my review of literature by examining existing literature related to thematic units with a specific focus on thematic units and social studies. I used my university's online library system for my search. Through the library system, I was able to read books, journals, and articles about thematic units.

I continued my research by examining any current resources that are available for teachers to use as a guide for creating their own thematic unit. While looking at these resources, I determined whether they were useful for current and pre-service teachers looking to create

thematic units. In particular, I paid close attention to the information given and looked to see if the information included was practical and easy to implement as well as what information could be included to improve the resource. I had already found two resources from Mitchell and Young (1997) and Barnett and Horton (2008), which I described in my review of literature, that provide steps for creating thematic unit. Using these resources, I developed my own guide for creating a thematic unit (see [Appendix A](#)). As I continued to look at current available resources, I decided if I needed to make any modifications to these steps.

After examining current resources, I developed my own resource for teachers. In my resource, I included the guide for teachers on how to create a thematic unit (see [Appendix A](#)) where I list the steps for creating a thematic unit. Since children's literature is an important part of an integrated thematic unit, I created a list of resources teachers can use to select high-quality children's literature when creating their own thematic units (see [Appendix B](#)). As part of the creation of my sample thematic unit, I included a resource showing how I examined the social studies standards used in my unit (see [Appendix C](#)) as well as the brainstorming web I created as a part of the planning process for creating my unit (see [Appendix D](#)). I also included a list of the children's literature I choose to use in my unit (see [Appendix E](#)). Finally, I developed an example of a thematic unit for teachers to use as a model as they create their own units. I developed a social studies thematic unit that aligns to the Florida fifth-grade social studies standards specifically focused on the theme of Westward Expansion (see [Appendix F](#)). I created my model unit using the steps in Appendix A. The following section will review the results of creating my thematic unit.

## RESULTS

After examining current available resources during my literature review, I began the creation of my own thematic unit using the steps for creating a thematic unit (see [Appendix A](#)). While my results section reads like a methodology, creating my checklist (see [Appendix A](#)) and developing my thematic unit (see [Appendix F](#)) were the results of my thesis. When planning and creating my unit, I used backward design. Wiggins and McTighe (2005) define backward design as an approach to planning involving three stages. In the first stage, teachers “identify desired results” (p. 17). In this stage, teacher should examine the standards, think about the unit’s goals, and make choices about the content to address in the unit. Second, teachers “determine acceptable evidence” (p.18). Teachers must decide how students will show what they learned and what type of assessment will be used at the end of the unit. Third, teachers “plan learning experiences and instruction” (p.18). This stage includes planning lessons and activities for the unit as well as choosing materials and resources for the unit.

As I began planning my unit, I first chose the theme for the unit. In order to choose this theme, I examined the current Florida social studies standards from the Florida Department of Education (2014) to determine the themes covered in fifth grade about American history. The Florida fifth grade American history standards are divided into six big themes: Historical Inquiry and Analysis, Pre-Columbian North America, Exploration and Settlement of North America, Colonization of North America, American Revolution and Birth of a New Nation, and Growth and Westward Expansion. For my unit, I decided to focus on Growth and Westward Expansion which connects to nine of the Florida social studies standards.

With a theme in mind, I next limited the scope of the unit by deciding which features of the theme to focus on. To begin, I examined the nine Florida social studies standards related to Growth and Westward Expansion to determine what would need to be taught during the unit. For example, examining the standards helped me figure out which historical figures would need to be discussed and which important events students needed to understand. While examining these standards, I noted important details related to each standard that should be addressed in the unit (see [Appendix C](#)). These details gave me a better understanding of what students would need to learn in the unit and allowed me to begin brainstorming activities and connections to other content areas.

The next step in creating my thematic unit was to brainstorm ideas for the unit. I chose to create a web where I could write down any ideas I had for possible activities (see [Appendix D](#)). Since my thematic unit is an integrated thematic unit, I wanted to include ideas for activities in various content areas, so my web includes ideas related to social studies, language arts, math, and art. As I thought about my theme, I wrote down any activities or ideas that I might want to include in the lesson plans for my unit. I also looked at the Florida standards for fifth grade to think of ideas because any lessons included in the unit needed to connect to the standards. Not all activities listed in the web were used in my thematic unit, but the web helped me organize my thoughts, and I referred to it frequently as I began creating the unit's lesson plans.

After brainstorming ideas for the unit, I developed a text set of high-quality literature. All of the literature in the text set needed to center around the unit's theme of westward expansion, so I looked at several resources to find appropriate texts. I also wanted my text set to include a variety of literature including fiction and nonfiction as well as novels and picture books. First, I looked at the resources I had found for selecting quality children's literature to see which books

related to westward expansion those resources recommend (see [Appendix B](#)). For this unit, I found several of the resources helpful in my search for quality literature. Since my unit is focused on history, I started by examining the Scott O’Dell Award for Historical Fiction. This award gave me a few ideas for historical fiction novels related to my theme including the novel *Sarah, Plain and Tall* by Patricia MacLachlan (1985). Next, I looked at the John Newbery Medal which also gave me ideas for novels to include in my unit including *Sarah, Plain and Tall* by Patricia MacLachlan (1985), *Sing Down the Moon* by Scott O’Dell (1970), and *Caddie Woodlawn* by Carol Ryrie Brink (1935). To find picture books, I looked at the Randolph Caldecott Medal and discovered the text *Locomotive* by Brian Floca (2013). This text was also recommended by the Notable Trade Books for Young People 2014 list from the National Council for the Social Studies (NCSS). I looked at several of the recent annual lists from the NCSS to see which books they recommended about westward expansion. As I explored these lists, I discovered texts such as *Red Cloud: A Lakota Story of War and Surrender* by S.D. Nelson (2017) on the 2018 list and *Nathan Hale’s Hazardous Tales: Donner Dinner Party* by Nathan Hale (2013) on the 2014 list.

In addition to the books from those resources, I also decided to look at my local library to find more books about westward expansion that could work for my unit. As I examined the books at the library, I asked myself several questions to determine if the book was high-quality literature and would work with my unit. Mitchell and Young (1997) recommend reading the book then asking if it will help meet the objectives of the unit and if it will interest students. After asking those questions about the book, I also asked myself a few more questions: Is it grade-level appropriate? Is the information in the book accurate? How could I use this book in my unit? By asking questions about the book, I was able to determine if I should include it in my

text set, and I found several quality books to use in my thematic unit including *How I Became a Ghost* by Tim Tingle (2013) and *Voices from the Oregon Trail* by Kay Winters (2014). The literature I chose to use in my thematic unit is listed in [Appendix E](#).

Following the development of a text set and ideas for the unit, I began creating the actual unit lessons. First, I created the concluding activity which included creating my unit's post-assessment. I decided to create an anticipation guide for my pre-assessment that could also be used as the post-assessment. For the post-assessment, students will demonstrate the knowledge they learned throughout the unit by stating whether they agree or disagree with a statement about something in the unit then explaining their reasoning. Then, they will write a paragraph about one event or concept they learned about related to westward expansion. The post-assessment must allow students to demonstrate their understanding of all the social studies standards addressed in the unit, so after creating the assessment, I looked back through it and made sure each standard was addressed.

After creating my post-assessment, I created my introductory activity. To introduce the theme to students, I wanted them to be exposed to some of the big ideas they would be learning about including the causes of westward expansion, but I also wanted to know what students know about the theme. Keeping these ideas in mind, I developed the first lesson for my unit. To start the lesson, I decided to use a KWL chart to have students share what they know and want to learn. At the end of the lesson, students will be able to fill in what they learned. After sharing their prior knowledge, students will rotate through a series of centers to learn about some of the important causes of westward expansion. The centers will introduce students to important concepts and allow them to preview what they will be learning throughout the unit.



Once the introductory and concluding activities were created, I created the body of the unit. To create the body, I first developed a sequence for the unit of how I thought the standards could best be scaffolded to promote an understanding of the theme. To create this sequence, I referred back to my examination of the standards (see [Appendix C](#)) and thought about how to logically sequence those ideas. Then, I wrote down a sequence that I thought would work well for the unit. I decided to start with the Louisiana Purchase and Manifest Destiny then move into explorations west, hardships settlers faced, the War of 1812, and advancements in transportation and communication. Finally, I would end the unit with the effects on Native Americans and the Missouri Compromise. This sequence provided a framework for me to use as a guide to order my unit's lessons.

After creating my sequence, I started the creation of my daily lessons. As I worked to create each element of the unit's body, I made sure they all connected to the standards and promoted a deeper understanding of the theme. When creating the activities for the body of the unit, I referred back to the brainstorming web I had created as part of my unit planning. This web gave me many ideas for activities I wanted to use in my lessons, and I incorporated a majority of the activities I had thought of during my brainstorming session. I also was able to use the text set I had created to help me while planning the unit's body. Since I already had a list of quality literature, I was able to use those books in my daily lesson plans and choose from that list for books to use in literature circles and as a read aloud. Already having those books made my planning more efficient as I could focus on creating lessons and activities without also having to find books that would fit with each lesson.

While creating lessons for my thematic unit, it was important to integrate multiple content areas throughout the unit. Many lessons integrated the language arts and social studies.

For example, in the lesson for day 15, students analyze two accounts of the Battle of Little Bighorn. First, students read the book *Sitting Bull Remembers* by Ann Turner (2007) which talks about the battle from the perspective of Native Americans. Then, they discuss the text with a partner to share what they learned and any thoughts they had while reading the book. Next, students read an account of the battle from the perspective of the American settlers and Colonel Custer in an article from the Library of Congress to compare that account to the first account. When students have read both texts, they receive the chance to collaborate with a partner and create their own Venn diagram comparing the similarities and differences between the two accounts of the event. This lesson integrates both social studies and language arts standards as students read about a historical event that is significant to westward expansion while also analyzing literature and discussing similarities and differences in point of view which is a language arts standard for fifth grade (LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent). Every lesson in the thematic unit integrates social studies with at least one other content area including reading, writing, math, and even music.

An important part of the thematic unit is incorporating children's literature, so while my lessons incorporate literature, I also decided to include a read aloud with a literature guide as part of my unit. During the read aloud, the teacher will read aloud the book *Sing Down the Moon* by Scott O'Dell (1970). A read aloud allows the whole class to engage with and discuss the same text while learning about social studies. Throughout the read aloud, students will engage with the text by completing activities related to the text like creating character maps, making predictions, drawing a storyboard, and answering questions about the text by completing a literature guide.

The thematic unit also offers the opportunity for students to make choices, so I included literature circles in the unit. Literature circles are perfect for thematic units as they integrate literature and social studies by allowing students to read the high-quality literature about the unit theme. They allow students to discuss high-quality literature related to the theme while also providing them choice in the text they read, discussion they have, and activities they complete. In literature circles, students choose which text they want to read then form a group with other students who are interested in the same book. Students get to collaborate by meeting regularly to discuss their book. Discussions are led by students, and they choose what they want to discuss and what roles each student will have in the discussion. At the end, students choose their own end-project and share the book and what they learned with the class.

With the unit planned and written, my final step was to reflect on it. I first looked back over each lesson to make sure they connected to the standards and the theme. Then, I looked to see if I had used best practices and strategies in the unit, such as cooperative learning strategies, technology, and student choice. Any lesson that I thought could be improved, I changed and made to be more in-line with best practices. For example, I want to include more collaboration throughout my unit, so I modified a few lessons and added centers and opportunities for students to work together. Having completed these steps, my integrated thematic unit was complete.

## DISCUSSION

### Limitations of Thematic Units

Creating my own thematic unit allowed me to see the benefits of thematic units as well as the limitations that come with creating one. The biggest challenge I faced was time. It took several weeks to create my thematic unit because I had to write all of the lesson plans as well as the assessments, literature circle guide, and read aloud activities. Then, I had to organize the lessons and each section of the unit into a logical sequence. The most time-consuming aspect of creating the unit was writing all of the lesson plans. Lesson plans in a thematic unit need to integrate multiple content areas with social studies, so when writing my lesson plans, I had to determine which content area I wanted to integrate social studies with and how I would integrate them in a purposeful manner. To do this effectively took a lot of time and planning. Each lesson that was written for the unit had to be carefully thought out and planned to make sure the integrated content areas were fully teaching the standards and effectively teaching the content. While it is time consuming to create a thematic unit, examining the standards and brainstorming ideas before creating the unit's lesson plans helped me organize my thoughts and made my planning more efficient because I was able to refer back to those ideas while writing my lessons. Thematic units also do not have to be four to six weeks long as my sample unit is. As long as the unit engages students and teaches the unit's content in depth, it can be as short or long as the teacher needs it to be.

### Benefits of Thematic Units

Despite the challenges that come with creating thematic units, I still feel that the benefits outweigh the limitations. While it can be a challenge to effectively integrate other content areas with social studies, that integration allows students to see connections between the subject areas and understand how concepts apply to real-life. Since social studies is often neglected in schools, integration ensures that social studies is still taught in schools because it can be integrated with the subject areas that are taught every day including reading. Social studies can be integrated well with reading and children's literature which allows teachers to teach the reading standards while also teaching the social studies standards. Integration is also more time efficient because teachers are teaching social studies as part of their reading block, so they do not need to find extra time in the day to fit social studies in. It is already integrated into their curriculum and the time they have each day for reading. Using children's literature helps provide authenticity to students' learning as they can make connections between what they are learning and the events in the books they read. Literature also provides a more meaningful experience for students as they are able to read literature instead a textbook. Literature tends to be more interesting and engaging for students to read which will engage them more with the unit's content.

Integrated thematic units also allow for student choice and collaboration within the unit. Throughout a thematic unit, students are exploring various elements of a specific theme which allows for opportunities to collaborate with their peers on the unit's learning goals. Throughout my thematic unit, I used various cooperative learning activities including Kagan structures.

Using cooperative learning structures helps increase engagement and student participation which gets all students involved with discussing the theme and learning more about the day's lesson (Kagan, 2009). Thematic units also allow opportunities for students to make choices about what they want to learn about the theme. For example, literature circles provide a great opportunity for student choice. Students get to choose which book they would like to read about the theme then choose their own project to share what they learned. Planning for collaborative and choice activities provides for variety within the unit as students engage in a variety of different activities and work with their peers on creative and authentic activities and projects across multiple subjects.

### Future Research

Future research I would like to pursue would be teachers' perceptions of thematic units. As I researched, I wondered how teachers view thematic units. Do teachers see them as a valuable, effective teaching strategy? I also wondered how many teachers are using thematic units in the classroom. Through my research, I learned about the value of thematic units, so I feel research can be done into how many teachers see the value of thematic units and have implemented them in their classroom. I feel it would be valuable to survey teachers to see how they view thematic units and their thoughts on implementing it in their classrooms. If teachers are implementing thematic units, it would be valuable to see how teachers are implementing thematic units, including if they are using commercially produced units or creating their own units, and to see if teachers feel thematic units are effective in their classrooms.

In my literature review, I learned that teachers often have a lack of training in how to implement thematic units (Denton & Sink, 2015). Based on this information, I feel that further research could also be conducted into how to better train teachers to utilize thematic units. I wondered what opportunities are available for current teachers to learn about thematic units and how these trainings are conducted. Training should be done with current teachers but should also extend to pre-service teachers. If pre-service teachers can receive training about thematic units before entering the classroom, they can begin using thematic units when they enter the classroom. Further research could be conducted into whether teacher education programs are teaching students about thematic units and if they are how effective this training is. Do pre-service teachers understand thematic units and feel that they could implement them in their own classrooms, or do they feel further training is required?

As I finished my research, I also wondered how I could best share my resource with other teachers. While my research will be published through the university system, I also would like it to be easily accessible for teachers to find as the purpose of my research was to make a guide for teachers to use to create their own units. I feel it would be helpful to find out how to make my research easily available online so that when teachers search online for thematic units, they are able to find my sample unit and guide to creating their own units. Researching where most teachers go online to find resources then determining how I could add my resource for teachers to use would make my research more easily accessible for others to use.

## Conclusions

In conclusion, schools across the nation are facing the problem of a lack of social studies instruction in elementary schools. Thematic units provide a solution to this common problem. Teachers who create and implement integrated thematic units in the classroom are able to integrate social studies into their language arts block allowing them to teach students both subjects in a time efficient manner. Through the effective implementation of thematic units, students are engaged in higher-order thinking about social studies topics while making connections between subject areas and to quality literature. While thematic units bring their own set of unique challenges, the benefits ultimately outweigh those limitations, and using thematic units can bring social studies back into the elementary classroom.



## APPENDIX A: STEPS FOR CREATING A THEMATIC UNIT

## APPENDIX A

### Steps for Creating a Thematic Unit:

#### 1. Choose the Unit Theme:

- Examine the social studies standards for the unit's grade level.
- Choose a theme related to the standards.

#### 2. Limit the Unit's Scope: (see [Appendix C](#))

- Examine the social studies standards related to the unit's theme.
- Think about why the theme is important and how it connects to students' lives.
- Write down details related to each social studies standard that should be addressed in the unit.

#### 3. Brainstorm Ideas for the Unit: (see [Appendix D](#))

- Write down possible activities to include in the unit.
- Organize ideas by the content area they relate to.

#### 4. Develop Text Set:

- Examine the resources in [Appendix B](#) for books related to the theme.
- Examine other resources, including the library, for books related to the theme.
- Ask yourself questions to determine if the books chosen are quality literature (Mitchell & Young, 1997).
  - Will the book interest students?

- Will the book help students meet the unit objectives?
- Is the book grade level appropriate?
- Is the information in the book accurate?
- How can I use the book in the unit?
- Make sure the text set includes a variety of literature (fiction, nonfiction, poetry, picture books, etc.).

5. Create the Concluding Activity:

- Decide the most appropriate post-assessment for the unit.
- Create the post-assessment.
- After creating the post-assessment, ask yourself the following:
  - Does it address all of the objectives for the unit?
  - Does it align to all of the standards addressed in the unit?

6. Create the Introductory Activity:

- Decide the most appropriate way to introduce the unit's theme.
- Create the introductory activity.
- After creating the introductory activity, ask yourself the following:
  - Does it introduce the theme?
  - Does it introduce the big ideas of the unit?
  - Does it provide an opportunity for students to share what they know about the theme?

7. Create the Body of the Unit:

- Create a logical sequence for the body of the unit.

- Create the lessons for the body of the unit.
- While creating the lessons for the body of the unit, ask yourself the following:
  - Does the lesson connect to the standards?
  - Does the lesson teach about the theme?
  - Does the lesson integrate social studies with another content area?
  - Does the lesson include student choice and/or collaboration?
  - Does the lesson include children's literature?
  - Does the lesson prepare students for the unit's post-assessment?

8. Reflect on the Unit:

- Look over the entire unit and ask yourself the following questions:
  - Did I use best practices (student choice, collaboration, children's literature, etc.) throughout the entire unit?
  - Do all lessons connect to the theme?
  - Do all lessons connect to the standards?
- Make changes to any part of the unit that does not use best practices or does not connect to the theme or standards.

APPENDIX B: RESOURCES FOR SELECTING QUALITY CHILDREN'S  
LITERATURE

## APPENDIX B

Resources for Selecting Quality Children’s Literature:

<b>Resource</b>	<b>Summary</b>
<u>Notable Trade Books for Young People</u>	The Notable Trade Books for Young People is an annual list from the National Council for the Social Studies (NCSS). Books are evaluated and selected by the Book Review Committee. Selected books are primarily for grades K-8.
<u>American Library Association (ALA) Awards</u>	The American Library Association (ALA) has several award programs to honor books, print, and other media. The award-winning book lists include the Newbery medal and Caldecott medal among other awards.
<u>John Newbery Medal</u>	The Newbery Medal is an annual award from the ALA given to an author who made a distinguished contribution to children’s literature.
<u>Randolph Caldecott Medal</u>	The Caldecott Medal is an annual award from the ALA given to an illustrator of a distinguished children’s picture book.
<u>Cooperative Children’s Book Center</u>	The Cooperative Children’s Book Center (CCBC) is part of the School of Education at the University of Wisconsin-Madison. They have book lists for elementary students about various social studies topics including history, civic engagement, and the environment.
<u>Scott O’Dell Award for Historical Fiction</u>	The Scott O’Dell Award is an annual award given to an author of a distinguished historical fiction book for children or young adults.

## APPENDIX C: EXAMINATION OF THE STANDARDS

## APPENDIX C

Examination of the Florida Social Studies Standards:

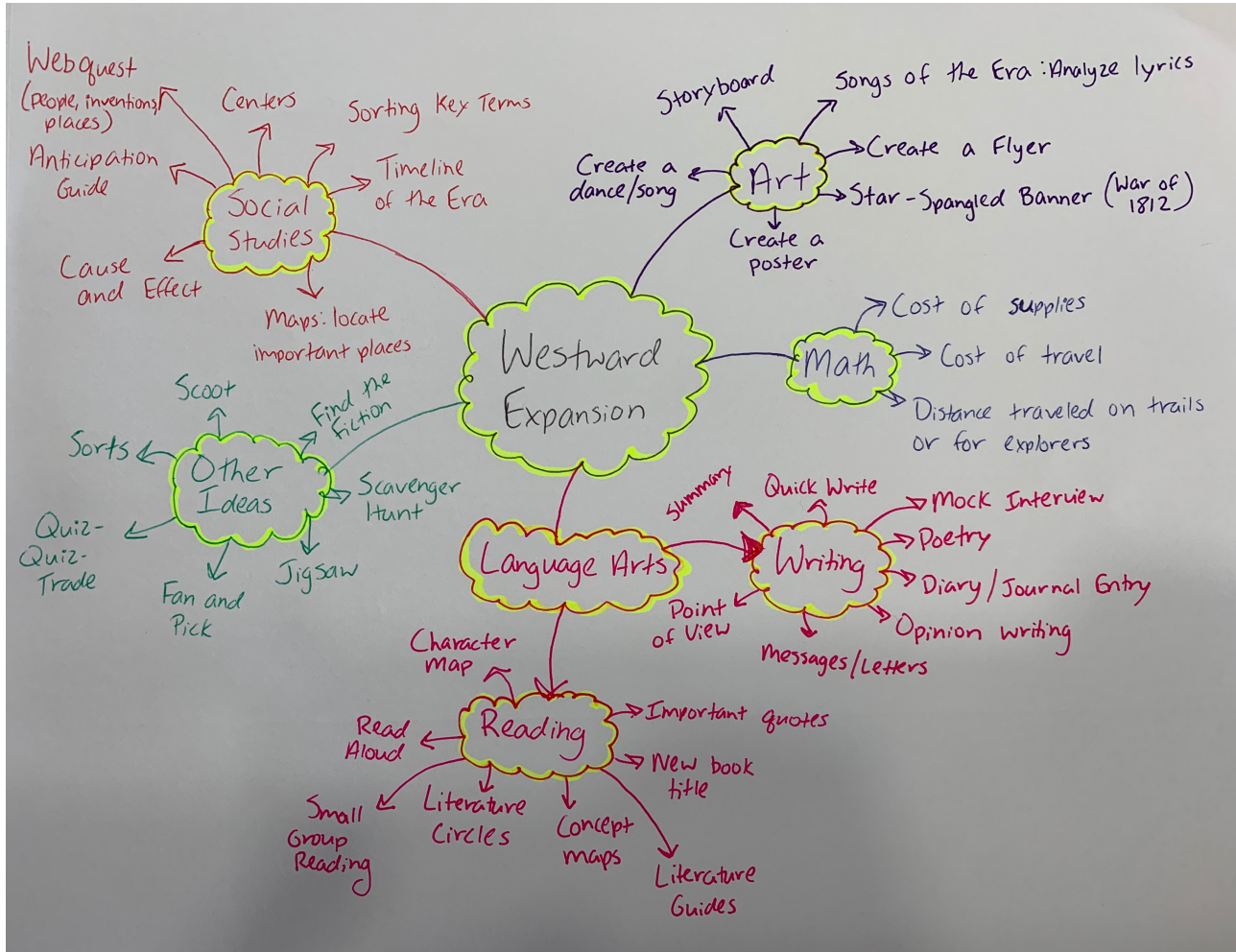
<b>Standard</b>	<b>Noted Details</b>
SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.	<ul style="list-style-type: none"> <li>• Thomas Jefferson</li> <li>• Causes and Effects</li> </ul>
SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.	<ul style="list-style-type: none"> <li>• Presidents</li> <li>• Explorers</li> <li>• Pioneers</li> <li>• Native Americans</li> <li>• Inventors</li> </ul>
SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.	<ul style="list-style-type: none"> <li>• Transportation: canals, roads, steamboats, flat boats, overland wagons, railroads</li> <li>• Communication: telegraph, Morse code</li> <li>• Pony Express</li> </ul>
SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.	<ul style="list-style-type: none"> <li>• Explorers: Lewis and Clark, Sacagawea, Fremont, Pike</li> <li>• Forty-Niners and the Gold Rush</li> <li>• The Oregon Trail</li> </ul>
SS.5.A.6.5: Identify the causes and effects of the War of 1812.	<ul style="list-style-type: none"> <li>• Causes and Effects</li> <li>• Tecumseh</li> <li>• The Star-Spangled Banner</li> </ul>
SS.5.A.6.6: Explain how westward expansion affected Native Americans.	<ul style="list-style-type: none"> <li>• Trail of Tears</li> <li>• Indian Removal Act</li> <li>• The Long Walk and the Navajos</li> <li>• The Role of Andrew Jackson</li> </ul>
SS.5.A.6.7: Discuss the concept of Manifest Destiny.	<ul style="list-style-type: none"> <li>• Define Manifest Destiny</li> <li>• Effects on Native Americans</li> </ul>
SS.5.A.6.8: Describe the causes and effects of the Missouri Compromise.	<ul style="list-style-type: none"> <li>• What is it?</li> <li>• Causes and Effects</li> </ul>
SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.	<ul style="list-style-type: none"> <li>• Routes: The Oregon Trail</li> <li>• Conflicts with Native Americans</li> <li>• Food and Supplies</li> <li>• Climate and Weather</li> <li>• Terrain and Rivers</li> </ul>



## APPENDIX D: THEMATIC UNIT BRAINSTORMING WEB

APPENDIX D

Thematic Unit Brainstorming Web:



## APPENDIX E: LITERATURE USED IN THEMATIC UNIT

## APPENDIX E

### Literature Used in the Thematic Unit:

#### Nonfiction:

- *Into the West: Causes and Effects of Westward Expansion* by Terry Collins
- *To Preserve the Union: Causes and Effects of the Missouri Compromise* by KaaVonnia Hinton
- *Westward Ho! The Story of the Pioneers* by Lucille Recht Penner
- *Mr. Madison's War: Causes and Effects of the War of 1812* by Kassandra Radomski
- *Expanding a Nation: Causes and Effects of the Louisiana Purchase* by Elizabeth Raum
- *Tribes of Native Americans: Navajo* by Marla Felkins Ryan and Linda Schmittroth

#### Fiction:

- *Locomotive* by Brian Floca
- *My America: Westward to Home: Joshua's Oregon Trail Diary* by Patricia Hermes
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Sitting Bull Remembers* by Ann Turner and Wendell Minor
- *Save Queen of Sheba* by Louise Moeri
- *Sing Down the Moon* by Scott O'Dell
- *Wagon Train* by Courtni Wright
- *How I Became a Ghost* by Tim Tingle
- *Little House on the Prairie* by Laura Ingalls Wilder
- *The Star-Spangled Banner* by Peter Spier

- *Voices from the Oregon Trail* by Kay Winters

Other Related Literature:

- *Caddie Woodlawn* by Carol Ryrie Brink
- *Nathan Hale's Hazardous Tales: Donner Dinner Party* by Nathan Hale
- *If You Traveled West in a Covered Wagon* by Ellen Levine
- *Red Cloud: A Lakota Story of War and Surrender* by SD Nelson
- *Twister on Tuesday* by Mary Pope Osborne
- *Grasshopper Summer* by Ann Turner

## APPENDIX F: SAMPLE THEMATIC UNIT

## APPENDIX F

### Westward Expansion Thematic Unit

#### **Unit Introduction:**

This Westward Expansion thematic unit is a fifth-grade unit covering the Florida fifth grade social studies standards addressing Growth and Westward Expansion. The unit integrates social studies with other content areas including the language arts, math, and music. Quality children's literature is integrated throughout to enhance students' interest and provide a greater understanding of the theme. Lessons integrate various content areas with social studies, incorporate quality literature, and provide opportunities for cooperative learning and student choice. This unit includes a sample unit sequence along with daily lesson plans, a read aloud, literature circles, and pre- and post-assessments.

**Grade:** Fifth Grade

#### **Objectives:**

- Students will be able to explain the causes and effects of westward expansion.
- Students will be able to explain the effects of westward expansion on Native Americans.
- Students will be able to describe important figures related to westward expansion.
- Students will be able to describe the Oregon Trail and the hardships settlers faced on it.
- Students will be able to explain the causes and effects of the War of 1812.
- Students will be able to explain the causes and effects of the Missouri Compromise.

#### **Florida Standards Addressed by Subject:**

**Social Studies:**

- SS.A.6.1: Describe the causes and effects of the Louisiana Purchase.
- SS.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
- SS.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- SS.A.6.4: Explain the importance of the explorations west of the Mississippi River.
- SS.A.6.5: Identify the causes and effects of the War of 1812.
- SS.A.6.6: Explain how westward expansion affected Native Americans.
- SS.A.6.7: Discuss the concept of Manifest Destiny.
- SS.A.6.8: Describe the causes and effects of the Missouri Compromise.
- SS.A.6.9: Describe the hardships of settlers along the overland trails to the west.
- SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

**Math:**

- MAFS.5.NBT.2.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**Music:**

- MU.5.C.3.1: Develop criteria to evaluate an exemplary musical work from a specific period or genre.

**Language Arts:**



- LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.5.SL.2.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.5.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- LAFS.5.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- LAFS.5.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- LAFS.K12.R.3.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Sample Unit Sequence:

Unit Day	Lesson 1	Lesson 2	Read Aloud	Literature Circle Meetings
<b>Two Weeks Prior</b>	Westward Expansion Pre-Assessment			
<b>Day 1</b>	<a href="#">Causes of Westward Expansion Centers:</a> Social Studies and Reading	<a href="#">Manifest Destiny Opinion Writing:</a> Social Studies and Writing		Introduce Literature Circles: Book Talks, Book Pass, Rank Books
<b>Day 2</b>	<a href="#">Causes of Westward Expansion Centers:</a> Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 1	
<b>Day 3</b>	<a href="#">The Louisiana Purchase Jigsaw:</a> Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 2	Meet with groups and create a reading schedule.
<b>Day 4</b>	<a href="#">Exploration West Webquest:</a> Social Studies, Reading, and Writing	<a href="#">Exploration West Purchases:</a> Social Studies and Math	<i>Sing Down the Moon</i> Read Aloud Day 3	

<b>Day 5</b>	<a href="#">Exploration West Webquest</a> : Social Studies, Reading, and Writing		<i>Sing Down the Moon</i> Read Aloud Day 4	
<b>Day 6</b>	<a href="#">Gold Fever</a> : Social Studies and Reading	<a href="#">The Cost of the Gold Rush</a> : Social Studies and Math		Literature Circle Meeting 1
<b>Day 7</b>	<a href="#">The Oregon Trail</a> : Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 5	
<b>Day 8</b>	<a href="#">Voices from the Oregon Trail</a> : Social Studies and Reading			Literature Circle Meeting 2
<b>Day 9</b>	<a href="#">Heading West on a Wagon</a> : Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 6	
<b>Day 10</b>	<a href="#">Music of Westward Expansion</a> : Social Studies, Reading, and Music			Literature Circle Meeting 3
<b>Day 11</b>	<a href="#">The War of 1812 Centers</a> : Social Studies, Reading, and Writing		<i>Sing Down the Moon</i> Read Aloud Day 7	
<b>Day 12</b>	<a href="#">The War of 1812 Centers</a> : Social Studies, Reading, and Writing		<i>Sing Down the Moon</i> Read Aloud Day 8	
<b>Day 13</b>	<a href="#">Transportation Advancements Gallery Walk</a> : Social Studies, Reading, and Writing			Literature Circle Meeting 4
<b>Day 14</b>	<a href="#">The Telegraph and Morse Code</a> : Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 9	

<b>Day 15</b>	<a href="#">Sitting Bull Remembers</a> : Social Studies and Reading			Literature Circle Meeting 5
<b>Day 16</b>	<a href="#">The Trail of Tears Poetry</a> : Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 10	
<b>Day 17</b>	<a href="#">The Missouri Compromise Centers</a> : Social Studies and Reading			Literature Circle Meeting 6: Finish book and decide on end project
<b>Day 18</b>	<a href="#">The Missouri Compromise Centers</a> : Social Studies and Reading		<i>Sing Down the Moon</i> Read Aloud Day 11	Literature Circle End Project: Work on projects
<b>Day 19</b>	<a href="#">Important Figures of Westward Expansion</a> : Social Studies and Writing		<i>Sing Down the Moon</i> Read Aloud Day 12	Literature Circle End Project: Work on projects
<b>Day 20</b>	<a href="#">Navajo Timeline</a> : Social Studies and Reading			Literature Circle End Project: Work on projects
<b>Day 21</b>	<a href="#">Sing Down the Moon Centers</a> : Social Studies, Reading, and Writing			Literature Circle End Project: Present projects to the class
<b>Day 22</b>	<a href="#">Sing Down the Moon Centers</a> : Social Studies, Reading, and Writing			Literature Circle End Project: Present projects to the class
<b>Day 23</b>	<a href="#">Westward Expansion Showdown</a> : Social Studies and Language Arts			
<b>Day 24</b>	Westward Expansion Post-Assessment			

Read Aloud: *Sing Down the Moon*

- Subjects: Social Studies, Reading, Writing
- Includes: a literature guide and assignments

Pre-Test and Post-Test: Westward Expansion Anticipation Guide

- Pre-Test: Students will complete the anticipation guide to give the teacher an overview of what they know and do not know about westward expansion.
- Post-Test: Students will complete the anticipation guide and explain their answers. Then, they will write a paragraph about what they learned about westward expansion.

Literature Circles:

- Subjects: Social Studies, Reading
- Includes: Introduction, Lit Circle Basics, Student Roles, Book Choices, Assessments

## Day 1 and 2:

- **Lesson Title:** Causes of Westward Expansion
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will identify and summarize the causes of westward expansion, including the Louisiana Purchase and Manifest Destiny.
- **Florida Standards:**
  - SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
  - SS.5.A.6.7: Discuss the concept of Manifest Destiny.
  - LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **Motivating Activity:**
  - Provide students with a KWL chart. Give students five minutes to write down anything they think they know about westward expansion in the K part of their chart and what they want to learn in the W part of their chart.
  - Ask students to share what they wrote down in their KWL chart. Students can turn and talk to a partner then share out as a whole class.
- **Procedures:**

- Students will complete a series of centers to learn about the causes of westward expansion.
- At each center, students will read about a different cause in the book *Into the West* by Terry Collins. As a group, students will discuss the key details of that cause. Each student will then write down on an index card at least two key details of the cause. Students will repeat this process at each center. For each cause, they will have a different index card with key details.
  - Center 1: The Louisiana Purchase (Pages 6-7)
  - Center 2: Manifest Destiny (Page 8)
  - Center 3: The California Gold Rush (Page 9)
  - Center 4: The Homestead Act (Page 10)
  - Center 5: The Transcontinental Railroad (Page 11)
- When students have rotated through each center, they will tape their index cards together to create a summary of the causes of westward expansion.
- **Closure:** Give students a few minutes to write down three things they learned in the L section of their KWL. They may refer to their index cards if needed.
- **Assessment:** Students will turn in their KWL chart and summary. Their KWL chart should relate to westward expansion and include at least three things they learned about during the lesson. The summaries can be graded based on the rubric below.

Rubric:

	3	2	1
Causes	Summary includes information on all	Summary includes information on three	Summary includes information on two or



	five causes	or four causes	less causes
Key Details	Summary includes at least two key details from the text for each cause	Summary includes one key detail from the text for each cause	Summary includes details that are not important for each cause
			Total: /6

- **Materials:**

- *Into the West* by Terry Collins
- KWL chart for students
- Index cards
- Tape

## Day 1:

- **Lesson Title:** Manifest Destiny Opinion Writing
- **Content Area:** Social Studies and Writing
- **Lesson Objectives:**
  - Students will write an opinion paragraph describing Manifest Destiny and their stance on the concept.
- **Florida Standards:**
  - SS.5.A.6.7: Discuss the concept of Manifest Destiny.
  - LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Motivating Activity:**
  - Show students the picture American Progress from the Library of Congress (<https://www.loc.gov/pictures/item/97507547/>). Ask students to brainstorm how this picture relates to the concept of Manifest Destiny. Have students share their ideas.
  - After students have shared, explain that the picture shows a woman who represents “destiny” leading travelers west by foot, train, stagecoach, and wagons.
- **Procedures:**
  - Review the meaning of Manifest Destiny. Ask students what the term means and how it relates to westward expansion.

- Reread page 8 from *Into the West* by Terry Collins. Ask students to think about whether they agree or disagree with the concept of Manifest Destiny as they read the page.
- Inform students that they will be writing an opinion paragraph on their stance on Manifest Destiny. In the paragraph, students must include whether they agree or disagree with the concept. They must then support their stance with reasons and information from the text and their own knowledge. Students should also define Manifest Destiny in their paragraph.
- Allow students to use their Westward Expansion page where they wrote down key details of the Louisiana Purchase and Manifest Destiny to help them write their paragraph.
- **Closure:** Invite students to share their opinions and reasoning with the class. If there are students with different stances, hear reasons from both sides. If all students have the same stance, discuss the opposing stance and why no one chose to support it.
- **Assessment:** Students will be assessed on their paragraph which should include information and an opinion on Manifest Destiny. Students' writing will be graded using the rubric below.

Rubric:

	2	1	0
Clear Opinion	Paragraph clearly states whether the student agrees or disagrees with Manifest Destiny	Paragraph does not explicitly state whether the student agrees or disagrees with Manifest Destiny	Paragraph does not state whether the student agrees or disagrees with Manifest Destiny

Manifest Destiny Definition	Paragraph includes a definition of Manifest Destiny	N/A	Paragraph does not include a definition of Manifest Destiny
Reasoning	Paragraph includes at least two reasons to support the stated opinion	Paragraph includes one reason to support the stated opinion	Paragraph includes no reasons to support the stated opinion
Text-Based Reasoning	Paragraph includes at least one reference to the text	N/A	Paragraph includes no reference to the text
			Total: /8

- **Materials:**

- *Into the West* by Terry Collins
- American Progress from the Library of Congress

(<https://www.loc.gov/pictures/item/97507547/>)

## Day 3:

- **Lesson Title:** The Louisiana Purchase Jigsaw
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will explain the relationship between the Louisiana Purchase and westward expansion after completing a jigsaw activity.
- **Florida Standards:**
  - SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.
  - LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Motivating Activity:**
  - Students will watch a short video about the Louisiana Purchase (<https://youtu.be/fQ6WQTfPpmQ>). While they watch the video, students will write down at least one thing they learned on a sticky note. When the video is over, students will turn and talk with a partner about what they learned.
- **Procedures:**
  - Students will be completing a Jigsaw activity about the Louisiana Purchase. In a Jigsaw activity, students will get into two groups: one group where they will become experts on their cause and effect of the Louisiana Purchase called their expert group and a second group where they will share their information then hear information about the other causes and effects called their home group.

- Divide students into their home groups by numbering students (numbers 1-4) then divide them into expert groups by giving students colors (red, blue, green, yellow). Have students write their number and color on their paper. (Each student in the home group should have a different color. So, home group 1 would have a red student, green student, blue student, and yellow student).
- Assign each expert group (the color groups) one cause and one effect of the Louisiana Purchase. There are four causes and four effects that students should know.
- Instruct students to fill out their portion of the Jigsaw worksheet. Students will be reading the text *Expanding a Nation: Causes and Effects of the Louisiana Purchase* by Elizabeth Raum. Students should read their pages of the text and write down at least three details about their cause and three details about their effect.
- As students work in their groups, the teacher should walk around to monitor groups and answer questions.
- After students have finished, have students get into their home groups (numbered groups). Students will share the information they learned with their group members. The other students in the group will listen then write down the information to the causes and effects they were not assigned so that every student has information about each cause and effect.
- **Closure:** Students will complete an exit slip. On their exit slip, they will write how the Louisiana Purchase relates to westward expansion. Students must use details from the text to support their answer.

- **Assessment:** Students will turn in their jigsaw worksheet. Their worksheet should have three details for each cause and each effect. Students will also turn in their exit slip. On their exit slip, they should have an explanation of the relationship between the Louisiana Purchase and westward expansion. Their explanation should include accurate information from the text.
  
- **Materials:**
  - Sticky Notes
  - Jigsaw worksheet (attached)
  - Video: <https://youtu.be/fQ6WQTfPpmQ>

Name \_\_\_\_\_

Home Group \_\_\_\_\_

Expert Group \_\_\_\_\_

### The Louisiana Purchase Jigsaw

**Directions:** For each cause and effect, write down the cause and effect then at least three details from the text.

<b>Cause #1:</b>	<b>Details:</b>
<b>Cause #2:</b>	<b>Details:</b>
<b>Cause #3:</b>	<b>Details:</b>
<b>Cause #4:</b>	<b>Details:</b>
<b>Effect #1:</b>	<b>Details:</b>



<b>Effect #2:</b>	<b>Details:</b>
<b>Effect #3:</b>	<b>Details:</b>
<b>Effect #4:</b>	<b>Details:</b>

## Day 4 and 5:

- **Lesson Title:** Exploration West Webquest
- **Content Area:** Social Studies, Reading, and Writing
- **Lesson Objectives:**
  - Students will be able to identify significant explorers and the importance of their explorations west of the Mississippi River after completing a Webquest.
- **Florida Standards:**
  - SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **Motivating Activity:**
  - Watch the Schoolhouse Rock video Elbow Room (<https://www.youtube.com/watch?v=GfUJjWo6eO4>). After watching the video, have students turn and talk about what they think they will be learning about today.

- **Procedures:**
  - Provide students with a copy of the Exploration West Webquest. Explain that students will be reading several articles online to learn about some of the significant explorers who explored the Louisiana Territory.
  - Have students work in partners to read the article and answer the questions about the key information.
- **Closure:** After students have answered the questions, they will complete a writing activity. Students will choose which exploration they think is the most important and explain their reasoning using information from at least two of the articles they read.
- **Assessment:** Students will be graded based on the accuracy of their answers to the questions. They will also be graded on their writing based on the rubric below.

Rubric:

	3	2	1
Webquest Questions	All questions are complete and answers are accurate	Some questions are complete and/or some answers are accurate	Questions are not complete and/or answers are not accurate
Clear Opinion	Paragraph clearly states which exploration is the most important	Paragraph does not explicitly state which exploration is the most important	Paragraph does not state which exploration is the most important
Reasoning	Paragraph includes at least two reasons to support the stated opinion	Paragraph includes one reason to support the stated opinion	Paragraph includes no reasons to support the stated opinion
Text-Based Reasoning	Paragraph includes references to at least two articles	Paragraph includes references to one article	Paragraph includes no reference to any articles

Total: /12

- **Materials:**

- Computers/Tablets for students
- Exploration West Webquest paper (attached)
- Video: <https://www.youtube.com/watch?v=GfUjWo6eO4>

Name \_\_\_\_\_

## Exploration West Webquest

**Introduction:** After the purchase of the Louisiana Territory, several expeditions west occurred to explore the new land before settlers came to build homes. Complete this Webquest to learn more about these explorations and how they relate to westward expansion.

**Task 1:** Read the article from National Geographic Kids about Lewis and Clark. As you read, answer the questions.

Link: <https://kids.nationalgeographic.com/explore/history/lewis-and-clark/>

1. What was the Louisiana Purchase, and why was it important for the United States?
2. What was the Corps of Discovery, and who led it?
3. Describe Sacagawea and her importance to the Lewis and Clark expedition.
4. What did Lewis and Clark bring back from their journey?
5. After reading this article, why was Lewis and Clark's expedition important for the United States' westward expansion?

**Task 2:** Read the article from Ducksters about Lewis and Clark. As you read, answer the questions.

Link: [https://www.ducksters.com/biography/explorers/lewis\\_and\\_clark.php](https://www.ducksters.com/biography/explorers/lewis_and_clark.php)

1. What kinds of supplies did Lewis and Clark bring with them? Why did they bring these materials?
2. What was the significance of the Pacific Ocean?

Click on the picture of the map.

3. Where did Lewis and Clark's expedition start? Where did it end?
4. Which Native American territories did the expedition pass through?

**Task 3:** Read the article about the Lewis and Clark Expedition. As you read, answer the questions.

Link: <http://www.lewis-and-clark-expedition.org/lewis-clark-hardships.htm>

1. List at least 5 hardships Lewis and Clark faced on their journey.
2. If you were on the Lewis and Clark journey, which hardship would be the worst for you?  
Explain why.

**Task 4:** Read the article on Zebulon Pike. As you read, answer the questions.

Link: <https://www.enchantedlearning.com/explorers/page/p/pike.shtml>

1. Where did Pike explore?
2. What did Pike discover on his explorations?
3. Describe what happened when Pike entered Spanish Territory?

**Task 5:** Read the article on John Fremont. As you read, answer the questions.

Link: [https://kids.kiddle.co/John\\_C.\\_Fr%C3%A9mont](https://kids.kiddle.co/John_C._Fr%C3%A9mont)

1. Where did Fremont explore?
2. What did he map during his explorations?

**Task 6:** After reading the articles, decide which expedition you believe was the most important for the United States' westward expansion. Write a paragraph stating your opinion and include at least two reasons for your opinion. You must draw information from at least two articles you read to support your reasons.

## Day 4:

- **Lesson Title:** Exploration West Purchases
- **Content Area:** Social Studies and Math
- **Lesson Objectives:**
  - Students will add decimals to buy supplies explorers would need for their travels west.
- **Florida Standards:**
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - MAFS.5.NBT.2.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- **Motivating Activity:**
  - Give students three minutes to brainstorm in small groups some of the supplies explorers like Lewis and Clark would need to bring on their explorations west. Students should think about the information they learned during the Webquest to help them figure out what supplies would be necessary for such a journey.



- After time is up, have students share out their ideas and create a whole group list. When a student shares an item, other students should cross that item from their list until every item has been shared.
- **Procedures:**
  - Explain to students that they will be getting into small groups. Students will pretend that their small group is a group of explorers who are heading west to explore the Louisiana Territory. Before they go, they need to purchase supplies for the trip.
  - Each group will receive a set amount of money they can spend. Students must add up the purchases they make to ensure the total does not go over the amount of money they have.
  - Give each group around 10-15 minutes to decide which items they want to purchase.
  - After the time is up, students must write out their equation to show how much money they spent on their supplies. Then, have each student write a brief explanation on why their group chose those supplies.
- **Closure:** Have each group share out the supplies they bought. Compare and contrast the items the different groups chose to purchase. Students should be prepared to defend their reasoning.
- **Assessment:** Students will turn in their purchases sheet. To receive full credit for the assignment, students should have a correct equation written down that is less than the amount of money they had to spend. They should also have a brief explanation on the supplies chosen.

- **Materials:**

- Purchases Sheet (attached)

Name \_\_\_\_\_

## Exploration West Purchases

**Directions:** You and your group are explorers traveling to the Louisiana Territory. You have **\$40** to spend on supplies, and you cannot go over that amount. Decide with your group which supplies you want to buy. Circle the supplies you want. Then, write down the equation for your supplies and a brief explanation for the supplies you chose.

### Supplies:

- A blanket: \$3.50
- Food: \$2.50
- A coat: \$4.30
- Extra shoes: \$3.95
- Soap: \$0.45
- A medical kit: \$4.95
- A compass: \$1.50
- A journal and ink: \$3.15
- Fishing supplies: \$4.60
- Sewing supplies: \$2.75
- A tent: \$6.50
- A backpack: \$5.25
- A map: \$0.95
- A book on edible plants: \$2.10
- A book on geography: \$2.10
- A book on stars: \$2.10
- A boat: \$9.99
- Glass beads (to trade with Native Americans): \$1.25

### Equation:

**Why did you choose the above supplies?** \_\_\_\_\_

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## Day 6:

- **Lesson Title:** Gold Fever
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will be able to explain the California Gold Rush and why people moved to California after creating a flyer about the Gold Rush.
- **Florida Standards:**
  - SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - LAFS.5.SL.2.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **Motivating Activity:**
  - Have students watch a Youtube video on The California Gold Rush (<https://www.youtube.com/watch?v=iydRkC0gMZI>). While students watch, have them write down one fact they learned and one question they have on a sticky note. Share out after the video is over.
- **Procedures:**
  - Have students partner-read the article “Gold Fever” from National Geographic (<https://www.nationalgeographic.org/article/gold-fever/>).

- As students read, have them circle any unknown words or phrases and underline anything they find important. If students are able to read the article electronically, it provides definitions of some harder words.
- When students have finished partner reading, ask students to share any unknown words they encountered. Encourage students to use context clues to figure out the meaning of the words. Review the definitions of the words as they are used in the context of the article.
- Have students share out the important information they found by doing a stand up, hand up, pair up activity. Students will stand up then move around the room. When the teacher says to stop, students will put their hands up and pair up with a student near them. Then, they will both share the important ideas they found.
- **Closure:** Inform students that they will be creating a flyer to convince people to come to California to find gold. In their flyer, they must include important information they learned in the article they read and visuals to illustrate their flyer. Students should also state why people should come to California.
- **Assessment:** Students will be assessed on their flyer. Their flyer should follow the rubric below.

Rubric:

	5	3	1
Article Information	Flyer includes at least 3 important details from the article	Flyer includes 1-2 important details from the article	Flyer includes no important details from the article
Persuasion	Flyer includes at least one reason why people should come	Flyer includes at least one reason why people should come	Flyer includes no reasons why people should come to

	to California and gives details explaining that reason	to California but does not give details explaining that reason	California
Visual Appeal	Flyer includes visuals and effort was put into making the flyer appealing	Flyer includes visuals but minimal effort was put into making the flyer appealing	Flyer does not include visuals and/or no effort was put into making the flyer appealing
			Total: /15

- **Materials:**

- The California Gold Rush video:

<https://www.youtube.com/watch?v=iydRkC0gMZI>

- Paper to make flyers

- “Gold Rush” article from National Geographic:

<https://www.nationalgeographic.org/article/gold-fever/>

## Day 6:

- **Lesson Title:** The Cost of the Gold Rush
- **Content Area:** Social Studies and Math
- **Lesson Objectives:**
  - Students will solve math word problems to understand the cost of living in California during the Gold Rush.
- **Florida Standards:**
  - SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - MAFS.5.NBT.2.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- **Activating Background Knowledge:**
  - Have students rewatch a Youtube video on The California Gold Rush (<https://www.youtube.com/watch?v=iydRkC0gMZI>) to activate their background knowledge. When the video is over, students will think about one thing they find interesting about the Gold Rush then pair up and share their thoughts.
- **Procedures:**
  - With a partner, students will work together to solve math problems about the Gold Rush. Explain to students that during the Gold Rush, the cost of living in California was very high and prices for food and supplies were expensive.

- Provide each pair with a Cost of the Gold Rush paper to solve the problems. Give groups time to solve each problem.
- When groups have finished, have them group up with another set of partners and compare their answers.
- **Closure:** Students will create their own math problem about the Gold Rush and write it down on an index card. They can use the prices from the activity in their problem. Students should solve their math problem and write the answer on the back. Have students then trade cards with a partner and solve each other's math problem.
- **Assessment:** Students will turn in their Cost of the Gold Rush paper which will be checked for accuracy.
- **Materials:**
  - Index cards
  - Cost of the Gold Rush paper (attached)
  - The California Gold Rush video:  
<https://www.youtube.com/watch?v=iydRkC0gMZI>



Name \_\_\_\_\_

## The Cost of the Gold Rush

Directions: Using the prices below, solve the math problems with a partner on a separate piece of paper.

<b>Supplies:</b>	<b>Food:</b>	<b>Dry Goods:</b>
Pickaxe \$8.50	Sardines \$15.65	Beans \$1.25
Tin Pan \$7.99	Bread \$3.50	Flour \$15.00
Coffeepot \$6.50	Eggs \$1.85	Tea (lb.) \$4.45
Frying Pan \$5.99	Butter \$6.15	Sugar (lb.) \$2.50
Blanket \$11.75	Cheese \$7.00	Coffee (lb.) \$3.50
Shoes \$39.95	Beef (lb.) \$9.99	Salt (lb.) \$5.75

1. Fred has \$100 dollars worth of gold. He needs new supplies, so he went to the store and bought 2 pickaxes, 1 tin pan, and a blanket. How much money will he have leftover?
2. Alex and Sarah ordered the following items from the store: 3 cans of sardines, 2 loaves of bread, 1 coffeepot, 3 pounds (lbs.) of coffee, and 1 pound (lb.) of beef. How much will they pay for their order?
3. John just moved to California. He has \$1000 to spend. He paid \$900 for his rent and now needs supplies. He wants to buy 1 pickaxe, 2 tin pans, 1 coffeepot, 1 blanket, 1 pair of shoes, 1 loaf of bread, 1 pound (lb.) of coffee, and 1 pound (lb.) of beef. Does John have enough money to buy what he needs? Explain why or why not.
4. Beth wants to buy supplies, food, and dry goods for her family. She has \$100 to spend. What would you buy if you were Beth? Write down your choices and how much it would cost in total.

## Day 7:

- **Lesson Title:** The Oregon Trail
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will be able to integrate information from two texts to write a description of the Oregon Trail.
- **Florida Standards:**
  - SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
  - SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
  - LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **Motivating Activity:**
  - Show students a picture of a wagon that would have been used on the Oregon Trail. Have students think about what it would have been like to travel across the United States in a wagon. Then, students will pair up and share their thoughts.
  - Call on a few students to share their thoughts with the class.

- **Procedures:**

- Inform students that they will be reading two texts today about the Oregon Trail.

As they read, they will need to write down information from the texts to compare and contrast the information. Instruct students to pay special attention to the hardships settlers faced on their journey west.

- Divide students into small groups. Instruct groups to read pages 12-17 of the text *Into the West* by Terry Collins. As they read, students should write down any important information they learn.

- After students have finished the text *Into the West*, have students read *Voices from the Oregon Trail* by Kay Winters. As they read, students should again write down important information they learn.

- Provide students with the top hat graphic organizer. In this graphic organizer, students will compare and contrast the information they learned in the two texts. With a partner in their small group, instruct students to work together to fill out their organizer.

- **Closure:** Have a whole class discussion about the Oregon Trail. Prompt students to discuss what the trail was like, what hardships settlers faced, and how they traveled on the trail.

- **Assessment:** Students can be informally assessed based on their small group and whole group discussions. Students will also be assessed on their graphic organizer. To demonstrate understanding, students should have at least three similarities and three differences between the texts. All similarities and differences should relate to the Oregon Trail.

- **Materials:**

- *Voices from the Oregon Trail* by Kay Winters
- *Into the West* by Terry Collins
- Top hat graphic organizer (attached)

Name \_\_\_\_\_

### The Oregon Trail Top Hat Graphic Organizer

Directions: Read the texts *Voices from the Oregon Trail* by Kay Winters and *Into the West* by Terry Collins. Then, write down at least 3 similarities and at least 3 differences between the texts in the graphic organizer.

<i>Voices from the Oregon Trail</i>	<i>Into the West</i>
<b>Similarities:</b>	

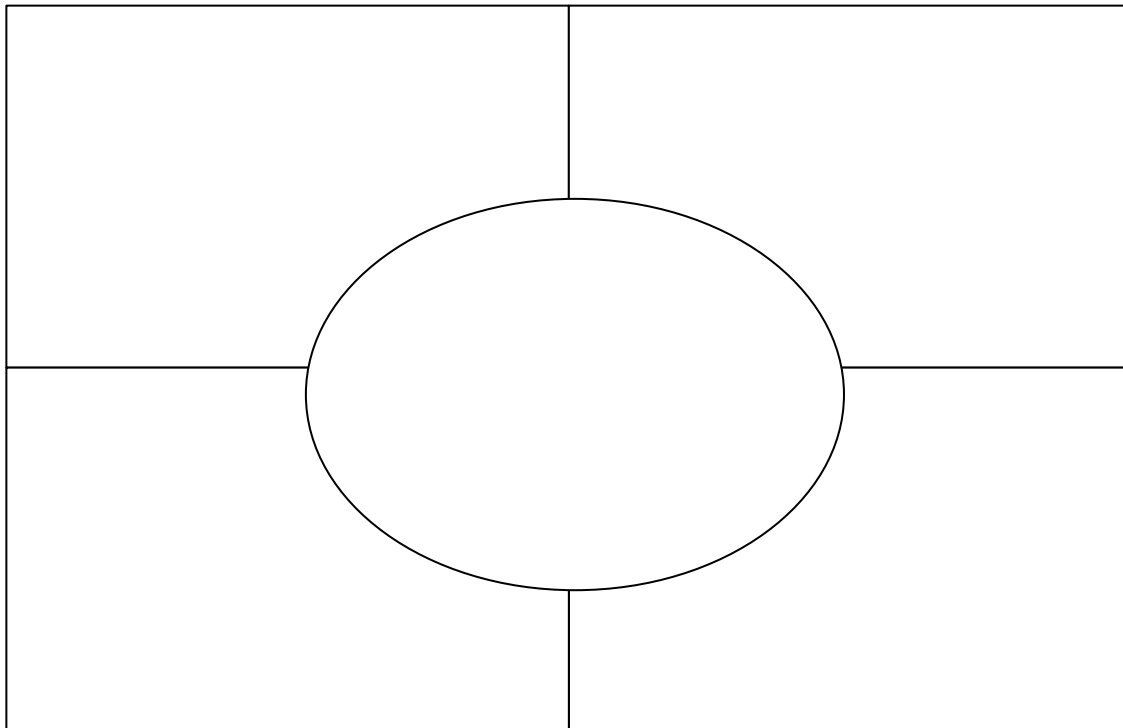
## Day 8:

- **Lesson Title:** Voices from the Oregon Trail
- **Content Area:** Social Studies, Reading, and Writing
- **Lesson Objectives:**
  - Students will understand the hardships settlers faced when traveling west by identifying the main point of a text.
- **Florida Standards:**
  - SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
  - LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **Motivating Activity:**
  - Read aloud the text *Voices from the Oregon Trail* by Kay Winters. Students read the text in a previous lesson and should be familiar with it.
  - As you read, instruct students to write down on a sticky note the hardships the author talks about in the text.
- **Procedures:**
  - Have students complete a stand up, hand up, pair up activity. Students will stand up and put their hands up. Then, they will walk around the room and find a partner. Each partner will share the examples they found in the text that discuss hardships settlers faced on the Oregon Trail. Allow students the chance to share with multiple partners.

- After students have shared, come together as a class. Ask students to look at their evidence and come up with the point the author is trying to make. (One of the main points the author is making in the text is that traveling on the Oregon Trail was hard and dangerous.)
- Have students write down their own point first. Then, have students complete a placemat consensus activity to share their ideas. In groups of four, students will each write down their main point on the outer edges of the placemat. Then, the group will come to a consensus and write it in the middle of the placemat.
- **Closure:** Ask students to share the evidence they found in the text that supports their main point. On chart paper, have students write their group's main point then underneath write the evidence from the text that supports it. They should have several pieces of evidence.
- **Assessment:** Students will turn in their chart paper. They should have their main point written down. They must have multiple pieces of evidence to support their main point.
- **Materials:**
  - *Voices from the Oregon Trail* by Kay Winters
  - Sticky notes
  - Chart paper
  - Placemat for placemat consensus (attached)

## Placemat Consensus

Directions: In groups of four, students will write down their idea in one of the boxes on the sides of the placemat. Groups will then discuss the answers. Then, the group will come to a group consensus and write it in the circle in the middle.





## Day 9:

- **Lesson Title:** Heading West on a Wagon
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will understand the hardships settlers faced traveling west after identifying the challenges characters face in a text.
- **Florida Standards:**
  - SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
  - LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **Motivating Activity:**
  - Put students into small groups. Ask students to make a list in their group of all the hardships they can think of that people would face traveling west. Have each group share their ideas with the whole class.
- **Procedures:**
  - Introduce the text *Wagon Train* by Courtni Wright. Read the author's note and share reasons why African Americans would travel west on the Oregon Trail.
  - Read the text aloud to students. As you read, have students fill out the Conflict Map. In the Conflict Map, students will write down the conflicts the characters face in the story and how the characters responded to the conflict. You can stop periodically to allow students time to write.

- After reading the text, have students discuss the conflicts in the book. Divide students into groups of four or five. Have students share their conflict maps with one another and add to them if needed. After students have shared, have each group appoint a spokesperson to share what their group discussed.
- Create a conflict map for the whole class. Go around the room and have each group's spokesperson share one conflict they talked about. Continue going around the room until every conflict has been shared and discussed.
- **Closure:** Provide students with an exit slip. On their exit slip, students should write down a brief summary of the text. The summary should be no more than 6 sentences and include only important details.
- **Assessment:** Students will be assessed on their conflict maps. Students should have every conflict the characters faced and how the characters responded. Students will also be assessed on their exit slips. Students should have a brief summary of the text that includes only important details.
- **Materials:**
  - *Wagon Train* by Courtni Wright
  - Conflict Map (attached)

Name \_\_\_\_\_

## Conflict Map

**Directions:** As you read the text, write down the conflicts the characters faced and how they responded.

What are the conflicts the characters faced?	How did the characters respond?

## Day 10:

- **Lesson Title:** Music of Westward Expansion
- **Content Area:** Social Studies, Reading, and Music
- **Lesson Objectives:**
  - Students will listen to and evaluate songs from the period of westward expansion and explain their significance.
- **Florida Standards:**
  - SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
  - LAFS.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - MU.5.C.3.1: Develop criteria to evaluate an exemplary musical work from a specific period or genre.
- **Motivating Activity:**
  - Ask students to think of a song that they feel is important to American history/culture.
  - Have students complete a Mingle activity. In this activity, students will stand up and walk around the room while the teacher plays music. When the music stops, students will find a partner and share their answer to the question. Allow students to talk to three or four people.

- When students have finished sharing, come back together and allow students to share a few of their answers.
- **Procedures:**
  - Divide students into pairs or small groups. Give each student a Music in History worksheet to record their findings.
  - Instruct each group to pick three of the songs on the list and complete the chart.
  - As they listen to the songs, they will write down the song title, draw an image that the song evokes in their mind, and answer the question, “What does this song tell you about westward expansion?”
  - When every group is finished, come back together as a whole group. Discuss each song on the list and what students learned while listening to the songs.
- **Closure:** Have students complete an exit slip. Students should answer the question, “What did you learn while listening to the songs from the era of westward expansion?”
- **Assessment:** Students will turn in their completed chart and exit slip. To receive full credit and show their understanding, students should have completed each section of the chart. In the question column, students should have an answer that is relevant to the topic of westward expansion.
- **Materials:**
  - Music in History worksheet (attached)
  - Internet Access for Youtube videos

Name \_\_\_\_\_

### Music in History

**Directions:** Choose three songs from the list below that were written during the period of westward expansion. As you listen to the songs, fill out each section of the chart.

Song Choices:

1. [“Ho! For California!”](#)
2. [“The Lovely Ohio”](#)
3. [“Oh! Susanna!”](#)
4. [“Home Sweet Home”](#)
5. [“My Country Tis of Thee”](#)
6. [“Sweet Betsy from Pike”](#)
7. [“The Blue Juniata”](#)

Song Title	Draw an image of what the song makes you think about.	What does this song tell you about westward expansion?

## Day 11 and 12:

- **Lesson Title:** The War of 1812 Centers
- **Content Area:** Social Studies, Reading, and Writing
- **Lesson Objectives:**
  - Students will identify and describe the important events, including the causes and effects, of the War of 1812.
- **Florida Standards:**
  - SS.5.A.6.5: Identify the causes and effects of the War of 1812.
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
  - LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
  - LAFS.5.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **Motivating Activity:**

- To introduce the lesson, the teacher will read the book *The Star-Spangled Banner* by Peter Spier. As the teacher reads, students will think about what the book has to do with the War of 1812. After the book is read, students will share their predictions with a partner.

- **Procedures:**

- Students will rotate through a series of centers where they will learn about the War of 1812.
- Center 1: Provide students with a copy of the first verse of the national anthem and the text *The Star-Spangled Banner* by Peter Spier. Students will first decipher some of the vocabulary words in the first verse. Instruct students to use context clues, visuals from the text, and a dictionary to figure out the definitions of the following words: gleaming, perilous, ramparts, gallantly. After students have written the definitions of each word, students will write a summary of the first verse.
- Center 2: Have students fill out a cause and effect chart on the War of 1812. Students will read information from *Mr. Madison's War: Causes and Effects of the War of 1812* by Cassandra Radomski. Have students take turns reading the text about causes and effects out loud. As they read, students will fill out the cause and effect chart with details from the text. For each cause and each effect, students should write down at least two important details. Students can work together to fill in their chart. Then, students will write which cause and effect they believe are the most important and explain why.



- Center 3: Have students write a description of the image Battle of Tippecanoe from the Library of Congress (<https://www.loc.gov/pictures/resource/pga.01891/>). Students will read about the Battle of Tippecanoe in *Mr. Madison's War: Causes and Effects of the War of 1812* by Kassandra Radomski on pages 12-13. Then, students will write a paragraph description of the battle using the image and the text. Students' paragraphs should be at least 6 sentences long and include information on the battle and the important figures like Tecumseh.
- Center 4: Students will read the article about the burning of Washington D.C. and the role of Dolley Madison: <https://www.mountvernon.org/george-washington/artwork/dolley-madison-comes-to-the-rescue/#->. While reading, students will write down on a piece of paper at least one thing they learned. Then, students will write a paragraph about what they would rescue from their home if they had to leave like Dolley Madison. Students will use the sentence starter: If I had to leave my home like Dolley Madison had to leave the White House, I would rescue.... Then, students will write their paragraph including what they would rescue and why.
- **Closure:** When students have completed the centers, have them write down three things they learned, two things they found interesting, and one question they still have.
- **Assessment:** Students will turn in their center work. The teacher should check students' work for completion and accuracy. All work should reflect an understanding of the War of 1812, and all activities should be completed according to the directions.
- **Materials:**
  - Cause and Effect chart (attached)

- The Battle of Tippecanoe worksheet (attached)
- *Mr. Madison's War: Causes and Effects of the War of 1812* by Cassandra Radomski
- *The Star-Spangled Banner* by Peter Spier
- Dolley Madison article: <https://www.mountvernon.org/george-washington/artwork/dolley-madison-comes-to-the-rescue/#->
- The Battle of Tippecanoe image: <https://www.loc.gov/pictures/resource/pga.01891/>

Name \_\_\_\_\_

### **Causes and Effects of the War of 1812**

Directions: Fill out the cause and effect chart. For each cause and each effect, write at least two key details. Then, answer the questions.

<b>Causes of the War of 1812</b>	<b>Effects of the War of 1812</b>
Cause 1:	Effect 1:
	Effect 2:
Cause 2:	Effect 3:

	Effect 4:
Cause 3:	Effect 5:

**1.** In your opinion, what was the most important cause of the War of 1812?  
Why?

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**2.** In your opinion, what was the most important effect of the War of 1812?  
Why?

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Name \_\_\_\_\_

## The Battle of Tippecanoe

Directions: Write a description of the image below using details from the image and the text you read. Include information about the battle and important figures, such as Tecumseh, in your description. Your description should be at least 6 sentences.



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## Day 13:

- **Lesson Title:** Transportation Advancements Gallery Walk
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will describe the advancements in transportation made in the 19th century by creating a poster about an advancement.
- **Florida Standards:**
  - SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
  - LAFS.5.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
  - LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Motivating Activity:**
  - Ask students to turn and talk to a partner about their favorite mode of transportation: a car, a train, a boat, or a plane. Then, take a tally of the favorite transportation modes of the class and see which is most popular and least popular.
- **Procedures:**

- Tell students that there were many new advancements made in transportation in the 1800s. They will be examining some of those advancements.
- Divide students into five groups: canals, roads, wagons, railroads, and the Pony Express. Explain that each group will be examining their transportation advancement and creating a poster about it. Each poster should have a visual and a written description of the transportation.
- Provide students with resources for their mode of transportation. Students could also be allowed to use computers to do research as they work. Some example resources are:
  - Canals: [https://www.ducksters.com/history/us\\_1800s/erie\\_canal.php](https://www.ducksters.com/history/us_1800s/erie_canal.php)
  - Roads: <https://www.nps.gov/articles/national-road.htm>
  - Wagons: *Westward Ho! The Story of the Pioneers* by Lucille Recht Penner
  - Railroads: *Locomotive* by Brian Floca
  - Pony Express: *Westward Ho! The Story of the Pioneers* by Lucille Recht Penner
- After each group has finished their poster, put up each poster around the classroom. Have students complete a gallery walk. Students will walk around the room and write down their thoughts and comments for each poster on a sticky note then put the sticky note next to the poster.
- **Closure:** Take a class vote on their favorite transportation advancement from the 1800s: canals, roads, wagons, railroads, or the Pony Express. Take a tally to see which is the most popular and least popular. Ask students which mode of transportation they would want to use to travel west in the 1800s and why.

- **Assessment:** Students will also be assessed on their posters using the poster rubric.

Rubric:

	5	3	1
Visual	Poster includes a visual related to the mode of transportation including colors and a caption	Poster includes a visual related to the mode of transportation but does not include color and/or a caption	Poster does not include a visual related to the mode of transportation
Description	Poster includes at least 5 details about the transportation advancement	Poster includes 2-4 details about the transportation advancement	Poster includes 0-1 details about the transportation advancement
Transportation	Poster includes the name of the transportation advancement	N/A	Poster does not include the name of the transportation advancement
Conventions	Poster includes less than 3 grammatical errors	Poster includes 3-5 grammatical errors	Poster includes more than 5 grammatical errors
			Total: /20

- **Materials:**

- *Westward Ho! The Story of the Pioneers* by Lucille Recht Penner
- *Locomotive* by Brian Floca
- Paper to make posters
- Sticky notes



## Day 14:

- **Lesson Title:** The Telegraph and Morse Code
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will examine the invention of the telegraph and its importance to history.
- **Florida Standards:**
  - SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
  - LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **Motivating Activity:**
  - Have students get into small groups and write on whiteboards all the ways they can think of to communicate with people who are far away (for example, texting, calling, emailing, sending letters, etc.). Go around to each group and have them share out what they came up with.
- **Procedures:**
  - Explain that in the 1800s it could take a long time to communicate with people who were far away, so a new mode of communication was created called the telegraph. The telegraph used a system called morse code to communicate.
  - Provide students with a copy of the international morse code system which can be found online. Students will be doing a scoot activity where they will translate




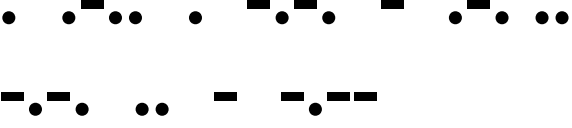
morse code messages to learn about the invention of the telegraph and morse code.

- Pair up students then put up the morse code cards around the room. Have students move around the room with their partners and translate the morse code answers on paper.
- When students are finished, come together and discuss the correct answers to the questions.
- Provide students with the article “The Telegraph” (<https://www.pitara.com/non-fiction-for-kids/features-for-kids/the-telegraph/>). As students read, have them underline information that shows the importance of the telegraph.
- **Closure:** Students will get into small groups and complete a Kagan activity called Find-the-Fiction. Each student will write down three statements about the telegraph using the information from the article and activity. Two statements will be true and one will be false. Students will then read their statements to their group. Each group member will write down on a white board which statement they think is false or the fiction. Then, the student who wrote them will reveal the answer.
- **Assessment:** Students will turn in their scoot activity page which will be checked for accuracy of answers. Students will also turn in their find-the-fiction statements which the teacher can assess to see if students could correctly use the article and activity to write two true statements and one false statement.
- **Materials:**
  - Morse Code scoot cards (attached)

- “The Telegraph” article: <https://www.pitara.com/non-fiction-for-kids/features-for-kids/the-telegraph/>
- White boards

## Morse Code Scoot Cards

<p><b>This man created Morse Code. (1)</b></p> <p>... .- -- ..- . .-..</p> <p>-- --- .- . . .</p>	<p><b>This mode of communication replaced the Pony Express. (2)</b></p> <p>- . .-.. . --. -.</p> <p>.- .-.. . . .</p>
<p><b>This is a series of dots, dashes, and spaces used to send messages. (3)</b></p> <p>-- --- .- . . .</p> <p>-. . --- -.. .</p>	<p><b>This invention works by transmitting electric signals across a wire. (4)</b></p> <p>- . .-.. . --. -.</p> <p>.- .-.. . . .</p>
<p><b>The telegraph led to this invention. (5)</b></p> <p>- . .-.. . .-.. . . .</p>	<p><b>This was the year the first telegraph was sent. (6)</b></p> <p>----- ---.. . . .-</p>

	
<p><b>This group was helped by the invention of the telegraph. (7)</b></p> 	<p><b>The telegraph used this to send messages. (8)</b></p> 

Answers:

1. Samuel Morse
2. Telegraph
3. Morse Code
4. Telegraph
5. Telephone
6. 1844
7. Military
8. Electricity

## Day 15:

- **Lesson Title:** Sitting Bull Remembers
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will analyze two accounts of the Battle of Little Bighorn and explain the similarities and differences between the accounts.
- **Florida Standards:**
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - SS.5.A.6.6: Explain how westward expansion affected Native Americans.
  - SS.5.A.6.7: Discuss the concept of Manifest Destiny.
  - LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **Activating Prior Knowledge:**
  - In small groups, have students write down on a whiteboard the meaning of the term “Manifest Destiny.” Each student will write down their own definition first. Then, they will share their definitions and come up with a group definition.
  - Have each group share their definition.
  - Then, ask students to talk in their groups about what Manifest Destiny has to do with Native Americans.
- **Procedures:**

- Read the book *Sitting Bull Remembers* by Ann Turner. As you read, ask students to write down anything they hear that is related to how westward expansion affected Native Americans.
- After reading the book, have students do a think-pair-share activity and share the information they wrote down. Students should finish writing down what they heard in the story then turn to a partner and share what they wrote.
- Next, have students read the account of “Custer’s Last Stand” from the Library of Congress ([http://www.americaslibrary.gov/jb/recon/jb\\_recon\\_custer\\_1.html](http://www.americaslibrary.gov/jb/recon/jb_recon_custer_1.html)). As they read, have students look for the similarities and differences between that account and *Sitting Bull Remembers*.
- When students have read both accounts, have them work with a partner to create a Venn diagram comparing the two accounts. On one side, they should write down the information they learned that was only in *Sitting Bull Remembers* about the effects of westward expansion on Native Americans. On the other side, they should write down the information they learned that was only in the “Custer’s Last Stand” article. In the middle, they should write down information that was in both.
- **Closure:** Have students complete a snowstorm activity. Students will write down on a piece of paper one thing they learned. Then, they will crumple up the paper and throw it in the air. Every student will then grab a piece of paper and read it out loud.
- **Assessment:** Students will turn in their Venn diagrams. To show understanding of the lesson objective, students should have several details comparing and contrasting both accounts.

- **Materials:**

- *Sitting Bull Remembers* by Ann Turner

- “Custer’s Last Stand”:

- [http://www.americaslibrary.gov/jb/recon/jb\\_recon\\_custer\\_1.html](http://www.americaslibrary.gov/jb/recon/jb_recon_custer_1.html)

## Day 16:

- **Lesson Title:** The Trail of Tears Poetry
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will describe the Trail of Tears by writing a poem about the event.
- **Florida Standards:**
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - SS.5.A.6.6: Explain how westward expansion affected Native Americans.
  - LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Motivating Activity:**
  - Read students the poem “Trail of Tears: Our Removal.” As the teacher reads the poem aloud, ask students to think about the meaning of the poem.



- When the poem has been read, have students turn and talk to a partner about what they thought about the poem. How did it make them feel? What did it make them think about?

- **Procedures:**

- Review with students the concept of Manifest Destiny. Some Americans thought they had the right to claim the land in the west even though the Native Americans were living there. Explain that because of this belief some people wanted to remove the Native Americans from their land. This belief led to an event called the Trail of Tears.
- With a partner, have students read and explore the Andrew Jackson and Trail of Tears information from the Library of Congress ([http://www.americaslibrary.gov/aa/jackson/aa\\_jackson\\_indians\\_1.html](http://www.americaslibrary.gov/aa/jackson/aa_jackson_indians_1.html)).
- When students have finished, they will complete a fan and pick activity. In a fan and pick, students get into groups of 4. One student is the fanner and holds the cards out to the group. The second student picks the card from the fanner and reads out loud the question. The third student answers the question. The fourth student responds to the third student's answer. After the group completes a card, they will place the card to the side. Then, students will switch roles and repeat the process.
- Give students cards with the following questions:
  1. Describe Andrew Jackson's relationship with Native Americans.
  2. Why did the Creek Indians attack the settlers?
  3. What happened after Andrew Jackson defeated the Creeks?

4. What was the Indian Removal Act of 1830?
5. What was the Trail of Tears?
6. Summarize what you read.
7. Do you agree with Andrew Jackson's actions? Why or why not?
8. How does what you read relate to the poem "Trail of Tears: Our Removal"?

- When students are finished with their fan and pick, reread the poem. As it is read, have students write down on a sticky note the tone of the poem and how the author reflects upon the Trail of Tears. The poem may need to be read twice for students to reflect on it.
- When the poem has been read, have students turn and talk to a partner about what they wrote down. Then, call on students to share what they talked about.
- **Closure:** Have students create their own poem that talks about how they feel about the Trail of Tears. Give students different options for the type of poem they write. It could be a rhyming poem, an acrostic poem, or any other type of poem that students know. Display the poem "Trail of Tears: Our Removal" for students to use as inspiration if they want.
- **Assessment:** As students complete the fan and pick, the teacher should walk around and listen to students' answers. The teacher should also monitor students as they discuss the poem with a partner. Students will turn in their poems. The teacher can assess students' poems using the rubric below.

Rubric:

	3	2	1
Title	The title of the poem is creative and relates to the poem	The title of the poem shows some creativity and/or semi-relates to the poem	There is no title or the title does not relate to the poem
Connections	The poem connects to the Trail of Tears and includes students' feelings on the subject	The poem connects to the Trail of Tears but does not include students' feelings on the subject	The poem does not connect to the Trail of Tears or include students' feelings on the subject
Format	The poem is formatted in a clear way and the ideas are easily understood	The poem is formatted in a semi-clear way and/or some ideas are confusing	The poem is not formatted in a clear way and the ideas are not easily understood
			Total: /9

- **Materials:**

- “Trail of Tears: Our Removal” by Linda Hogan Link:  
<https://www.poetryfoundation.org/poems/57881/trail-of-tears-our-removal>
- “From Horseshoe Bend to the Trail of Tears” from the LIbrary of Congress:  
[http://www.americaslibrary.gov/aa/jackson/aa\\_jackson\\_indians\\_1.html](http://www.americaslibrary.gov/aa/jackson/aa_jackson_indians_1.html)

## Day 17 and 18:

- **Lesson Title:** The Missouri Compromise Centers
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will explain the Missouri Compromise and its causes and effects.
- **Florida Standards:**
  - SS.5.A.6.8: Describe the causes and effects of the Missouri Compromise.
  - LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Motivating Activity:**
  - Ask students to predict what the Missouri Compromise was. Have them write down their prediction on a sticky note then put their sticky note on the white board. Choose a few predictions to share with the class.
- **Procedures:**
  - Students will complete a series of centers to learn about the Missouri Compromise.

- Center 1: Students will read pages 12-16 from the text *To Preserve the Union: Causes and Effects of the Missouri Compromise* by KaaVonia Hinton. Students will then answer the text questions on the Missouri Compromise paper with a partner.
- Center 2: Students will color a map to show the free states and slave states during the time of the Missouri Compromise. Using the map on page 25 of the text, students will color the free states green and the slave states yellow. All other states/territories will be colored blue. Then, students will write down which states were free and which states were slave.
- Center 3: As a group, students will complete a sort of the causes and effects of the Missouri Compromise. Students will read the cards then sort them by whether it is a cause or effect of the Missouri Compromise. Then, they will glue their responses on chart paper with each cause under the causes heading and each effect under the effects heading. Students may use the text to help them.
- Center 4: As a group, students will create a concept map on chart paper about the Missouri Compromise. In the middle students will write Missouri Compromise. Then, each student will draw an arrow branching off the Missouri Compromise and write down key details about the Missouri Compromise using the text *To Preserve the Union: Causes and Effects of the Missouri Compromise* by KaaVonia Hinton to help them.
- Center 5: Students will think about what they would have done if they were part of the group that had to decide if Missouri should become a state.

- First, students will read a short article about the Missouri Compromise ([https://kids.kiddle.co/Missouri\\_Compromise](https://kids.kiddle.co/Missouri_Compromise)).
  - Then, students will decide whether they would have kept the Missouri Compromise the same or if they would have created a different compromise.
  - Students should think about the following: Should Missouri become a state? Should it be free or slave? Should it have been admitted with Maine?
  - On a piece of paper, students will write down if they would have kept the Missouri Compromise the same. If they think it should've been changed, they should write down their new compromise. If they think it should not have been changed, they should explain why.
- **Closure:** On a sticky note, students will write down one thing they learned about the Missouri Compromise and if their prediction from the beginning of class was right or wrong then place their sticky note on the whiteboard as an exit slip.
  - **Assessment:** Students will turn in their center work to be assessed for accuracy and completion. Each student should have their own map and text-questions papers as well as their own paper about if they would have changed the Missouri Compromise. Each group should have a concept map and sorting activity.
  - **Materials:**
    - Missouri Compromise paper (attached)
    - Map of the Missouri Compromise paper (attached)
    - Chart paper

- Sorting cards (attached)
- Paper
- *To Preserve the Union: Causes and Effects of the Missouri Compromise* by  
KaaVonia Hinton





Name \_\_\_\_\_

## Map of the Missouri Compromise

Directions: Color the free states green and the slave states yellow. Color any other states/territories blue. Use the map on page 25 of *To Preserve the Union: Causes and Effects of the Missouri Compromise* by KaaVonia Hinton to help you.



Free States	Slave States

<p><b>The Northwest Ordinance:</b> Plan for the Northwest Territory to become states and made slavery illegal in the Northwest</p>	<p><b>Slavery in the Constitution:</b> The three-fifths compromise counted slaves as three-fifths of a person when determining population</p>
<p><b>Westward Expansion:</b> Louisiana Purchase provided new territory to move west causing a debate over whether or not to allow slavery</p>	<p><b>Missouri Territory:</b> Missouri applied for statehood and wanted to allow slavery which would upset the balance of free and slave states</p>
<p><b>Alabama's Statehood:</b> Alabama applied to be a state and was admitted as a slave state creating an equal number of free and slave states</p>	<p><b>Limit Spread of Slavery:</b> New states north of Missouri were free states while southern states were slave states</p>
<p><b>Tension:</b> The country remained divided between Northerners who wanted to ban slavery and Southerners who wanted slavery</p>	<p><b>Dred Scott Decision:</b> African-Americans were not U.S. citizens whether free or slave</p>
<p><b>Kansas-Nebraska Act:</b> Created two new territories west of the Missouri River and allowed settlers to decide if it was free or slave</p>	<p><b>Delayed War:</b> Delayed Southern states from leaving the Union but did not stop them as it created division that led to war</p>

**Sort Answers:**

**Causes:** Northwest Ordinance, Slavery in the Constitution, Westward Expansion, Missouri Territory, Alabama's Statehood

**Effects:** Limit Spread of Slavery, Tension, Dred Scott Decision, Kansas-Nebraska Act, Delayed War

## Day 19:

- **Lesson Title:** Important Figures of Westward Expansion
- **Content Area:** Social Studies and Writing
- **Lesson Objectives:**
  - Students will identify important figures of the period of westward expansion and explain why they are important.
- **Florida Standards:**
  - SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - LAFS.5.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
  - LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Motivating Activity:**
  - Students will play a game in small groups called Pass the Ball.
  - In this activity, the teacher will name a topic: important figures of westward expansion.
  - Students will then receive one minute to think of as many people as they can.
  - The teacher will give one student in each small group a ball. The student with the ball will name a person then pass it to the next student who will name a different person. Students cannot say someone who has already been said. If they do, they

are out. If a student names a person who the group feels is not an important figure of westward expansion, students may stop and challenge it. If the group decides that person is not part of westward expansion, that student is out. If the person is, that student remains in and the game continues.

- Keep passing the ball around naming people until one person is left.

- **Procedures:**

- Students will choose a person from the period of westward expansion and create a display about them.
- Have students randomly choose a person from the period of westward expansion. Figures could include Meriwether Lewis, William Clark, Sacagawea, Thomas Jefferson, Zebulon Pike, John Fremont, the Forty-Niners, Francis Scott Key, James Madison, Dolley Madison, Tecumseh, Samuel Morse, Sitting Bull, General Custer, Andrew Jackson, the Navajos, and anyone else talked about in the unit.
- Provide students with a blank footprint. The footprint represents the impact these people made on history and the footprints they left behind. In their footprint, students will write the name of their figure, a brief description of why they are important to the period of westward expansion (for example, their discoveries or accomplishments), then draw a picture that represents that person.
- The teacher should have the books used in the unit readily available for students to reference for their figure. The teacher can also allow students to look up their person on the computer.

- **Closure:**

- When students are finished, have them briefly share their footprint with the class.

Students' creations can be displayed around the classroom or on a bulletin board.

- **Assessment:** Students will turn in their footprint. Teachers can use the rubric below to assess students' work.

Rubric:

	3	2	1
Name	Footprint includes the figure's name	N/A	Footprint does not include the figure's name
Description	Footprint includes a description of at least three sentences about the figure	Footprint includes a description of two sentence about the figure	Footprint includes a vague or no description of the figure
Picture	Footprint includes a picture that relates to the figure	Footprint includes a picture that partially relates to the figure	Footprint includes a picture but it does not relate to the figure or it does not include a figure
Creativity	Footprint is creative and uses color	Footprint is creative but does not use color	Footprint is not creative and does not use color
			Total: /12

- **Materials:**

- Blank footprint for each student
- Markers/Colored Pencil
- Any books used in the unit
- Computers
- A ball (or something else to pass around)

## Day 20:

- **Lesson Title:** Navajo Timeline
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will create a timeline comparing the events of *Sing Down the Moon* to the real-life events of the Navajo people.
- **Florida Standards:**
  - SS.5.A.6.6: Explain how westward expansion affected Native Americans.
  - LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - LAFS.K12.R.3.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **Motivating Activity:**
  - Students will watch a short video that summarizes *Sing Down the Moon* by Scott O'Dell: [https://youtu.be/xUW4u\\_-NRnA](https://youtu.be/xUW4u_-NRnA). While they watch the video, students should write down on an index card anything they feel is important. When the video is over, students will turn and talk to their shoulder partner about what they felt was important.
- **Procedures:**

- Students will read from the text *Tribes of Native America: Navajo* by Marla Felkins Ryan and Linda Schmittroth. Students will be reading pages 8-11.
  - Place students into groups of four. Assign each person in the group one of the sections of the text on pages 8-11. So, one student will read “Outside Influences,” another will read “The U.S. Government and the Navajo,” another will read “The Long Walk,” and another “The Four Reservations.” As they read, each student will write down the important dates and events in the history of the Navajo that happen in their section.
  - When all students have finished reading, students will come together and create a timeline on chart paper with their group. Groups should draw their timeline in the middle of their paper and write their historical events above the timeline. The story events will then go below the timeline.
  - Students should include at least 10 dates/events on their timeline. Each group member will share the dates/events from their section to include on the timeline. Students should write the date then a description of what happened. Some dates may include more than one event.
  - When the timeline has been created, students will go back into the text and figure out which events in the text connect to the events on their timeline. Students will then write a description of the story events underneath the historical event it connects to.
- **Closure:**
    - When groups are finished, have them present their timeline to the class. Compare and contrast the timelines each group created.

- **Assessment:**

- Students will be assessed on their timelines using the rubric below.

Rubric:

	5	3	1
Historical Events	Timeline includes at least 10 events/dates and a description of each	Timeline includes between 5 and 9 events/dates and a description of each	Timeline includes less than 5 events/dates or no description of events
Story Connections	Timeline includes at least 5 story connections and a description of each	Timeline includes between 3 and 4 story connections and a description of each	Timeline includes less than 3 story connections or no description of events
Accuracy	Events and dates are all accurate	Some events and dates are accurate	Events and dates are not accurate
Layout	Timeline is clear and has historical events above and story events below	Timeline is semi-clear and/or some events are not in the correct location	Timeline is not clear and/or events are not in the correct location
			Total: /20

- **Materials:**

- Chart paper
- *Tribes of Native America: Navajo* by Marla Felkins Ryan and Linda Schmittroth
- *Sing Down the Moon* by Scott O'Dell
- Video: [https://youtu.be/xUW4u\\_-NRnA](https://youtu.be/xUW4u_-NRnA).



## Day 21 and 22:

- **Lesson Title:** *Sing Down the Moon Centers*
- **Content Area:** Social Studies, Reading, and Writing
- **Lesson Objectives:**
  - Students will complete a series of centers activities to describe the impact of westward expansion on Native Americans.
- **Florida Standards:**
  - SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.
  - SS.5.A.6.6: Explain how westward expansion affected Native Americans.
  - LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **Motivating Activity:**
  - Have students turn to a shoulder partner and tell them a brief summary of *Sing Down the Moon*. Give partners five minutes to each share their summary of the text.
- **Procedures:**

- Students will complete a series of centers activities about *Sing Down the Moon* by Scott O’Dell and *Tribes of Native America: Navajo* by Marla Felkins Ryan and Linda Schmittroth. During the centers, students will learn more about the hardships Native Americans faced because of westward expansion. Students will need ten to fifteen minutes for each center.
- Center 1: Write a short newspaper article about the Long Walk. First, create a headline of no more than eight words about the event. Then write your article. In your article, include who was involved, what happened, where it happened, when it happened, and why it happened. Use the books *Sing Down the Moon* by Scott O’Dell and *Tribes of Native America: Navajo* by Marla Felkins Ryan and Linda Schmittroth to help you write your article.
- Center 2: Choose a quote from *Sing Down the Moon* that explains what it was like for the Navajo people in the 1800s. Write down your quote then write about or draw a picture of what the quote conveys about the Navajos. If you draw a picture, make sure to include a brief caption explaining your picture.
- Center 3: Scott O’Dell named his book *Sing Down the Moon*. If you had written the book, what would you have named it? Create at least two new titles for the story and briefly explain them. In your center group, have each member share their favorite title they created then decide on your group’s new title for the story. Write it down on an index card to share with the whole class.
- Center 4: As a group, mark the locations the Navajo people have lived in on a map of the United States. The Navajo have lived in Canyon de Chelly, Arizona and Bosque Redondo, New Mexico as well as on the Ramah, Canoncito, and

Alamo Reservations in New Mexico. Use the computer to look up any locations you need to know. Then, draw the route the Navajos took on the Long Walk.

- Center 5: Create your own bookmark for *Sing Down the Moon*. On your bookmark, write the title and author of the book. Then, add anything else you feel represents the book such as a quote, drawings, a summary, etc. On the back, write a brief explanation for your design. Be creative and use color!

- **Closure:**

- Collect the index cards from center 3. Read aloud the new titles for *Sing Down the Moon* that the class came up with. Then, vote as a class which title represents the book the best.

- **Materials:**

- *Sing Down the Moon* by Scott O'Dell
- *Tribes of Native America: Navajo* by Marla Felkins Ryan and Linda Schmittroth
- A computer
- Index cards
- A blank map of the United States for each group
- Paper to write
- Paper to create bookmarks
- Markers or colored pencils

## Day 23:

- **Lesson Title:** Westward Expansion Showdown
- **Content Area:** Social Studies and Reading
- **Lesson Objectives:**
  - Students will review the important concepts related to westward expansion.
- **Florida Standards:**
  - SS.A.6.1: Describe the causes and effects of the Louisiana Purchase.
  - SS.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
  - SS.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
  - SS.A.6.4: Explain the importance of the explorations west of the Mississippi River.
  - SS.A.6.5: Identify the causes and effects of the War of 1812.
  - SS.A.6.6: Explain how westward expansion affected Native Americans.
  - SS.A.6.7: Discuss the concept of Manifest Destiny.
  - SS.A.6.8: Describe the causes and effects of the Missouri Compromise.
  - SS.A.6.9: Describe the hardships of settlers along the overland trails to the west.
  - LAFS.5.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that

signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

- **Motivating Activity:**

- Students will complete an A to Z chart with a partner. In an A to Z chart, students will come up with a word about westward expansion for each letter of the alphabet. Encourage students to think about all the vocabulary they learned in the unit.
- After students have completed their chart, go around to each group and have them share one thing they wrote down. As students share, write down their answer and create a class chart. Continue to go around to each group until the class has shared a word for each letter of the alphabet.

- **Procedures:**

- Place students into groups of four or five. Invite students to create their own trivia questions related to the westward expansion unit. Have each student create at least three trivia questions about westward expansion. Students should write down their question on an index card with the answer on the back.
- Students should have a question in three different categories: The Louisiana Purchase, The Missouri Compromise, The War of 1812, Manifest Destiny, Significant People, Transportation and Communication Advancements, Explorations West, Native Americans, or The Oregon Trail.
- When students have written down their questions and answers, they should raise their hands so the teacher can check them for accuracy. If their cards are

approved, they should put them in the middle of the group with the question facing up. If their cards are not approved, students should fix them.

- When every student in the group has had their cards approved, students will use the Kagan strategy called Showdown to review.
  - In Showdown, one person in the group will be the Showdown Leader. The Leader will read the problem aloud and place the card face up in the center of the group.
  - Without talking, everyone will write down their answer on a whiteboard then place their board face down.
  - The Leader then says, “Showdown!” and everyone will hold up their answer. The Leader will check the answers and explain the correct answer to anyone who gets it incorrect.
  - If everyone gets it correct, place the card to the side. If someone misses it, place the card back into the deck to review.
  - Rotate the Showdown Leader clockwise and repeat the process.

- **Closure:**

- Ask each group to pick the question they thought was the hardest and read it to the class. Then, everyone in the class will write down their answer on a whiteboard. When the teacher says, “Showdown!” everyone will hold up their whiteboard. The group who asked the question will share the correct answer.
- Let each group share their question.

- **Assessment:** Students will turn in their A to Z chart and their Showdown cards. Based on students' responses, the teacher will be able to informally assess students' understanding of the unit concepts.
- **Materials:**
  - Index cards
  - White boards
  - A to Z chart (see below)

## *Westward Expansion*

<b>A</b>	<b>B</b>
<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>
<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>
<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>
<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>
<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>



## **Read Aloud: *Sing Down the Moon* by Scott O'Dell**

### **Standards:**

- SS.5.A.6.6: Explain how westward expansion affected Native Americans.
- SS.5.A.6.7: Discuss the concept of Manifest Destiny.
- SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
- LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

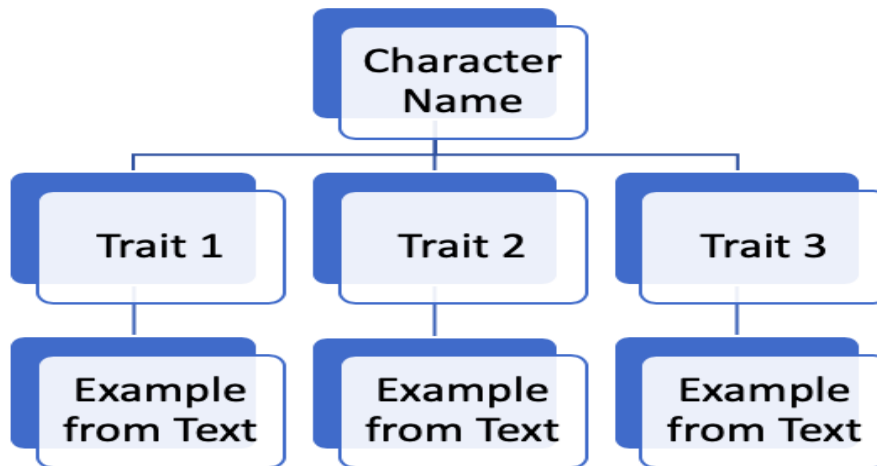
## Read Aloud Procedures

### Day 1:

1. Students will make a prediction about what will happen in the text. Write predictions on sticky notes and place them on chart paper to keep in the classroom. As the book is read, students can see if their predictions were correct.
2. The teacher will read aloud chapter 1 of *Sing Down the Moon*.
3. As the chapter is being read, students will work on the literature guide for chapter 1.

### Day 2:

1. The teacher will read aloud chapters 2 and 3 of the text.
2. As the chapter is being read, students will work on the literature guide for chapters 2 and 3.
3. With a partner, students will create a character map for Bright Morning using the information they know so far about her. In a character map, they will write out at least two characteristics of Bright Morning and at least one event from the text that shows each characteristic. See below for an example of what a character map could look like.  
  
Students can be creative and design their character map however they would like as long as it meets the criteria above.



**Day 3:**

1. The teacher will read aloud chapters 4 and 5 of the text.
2. As the chapter is being read, students will work on the literature guide for chapters 4 and 5.
3. When students have finished answering their literature guide questions, have students discuss their answers to the questions using the strategy fan and pick. The teacher should have each question for the chapters on cards. Then, students will get into groups of 4. One student is the fanner and holds the cards out to the group. The second student picks the card from the fanner and reads out loud the question. The third student answers the question. The fourth student responds to the third student's answer. After the group completes a card, they will place the card to the side. Then, students will switch roles and repeat the process.

**Day 4:**

1. The teacher will read aloud chapters 6 and 7 of the text.

2. As the chapter is being read, students will work on the literature guide for chapters 6 and 7.
3. Students will work with a partner to create a storyboard for the events of chapters 1-7. In a storyboard, students will draw a sequence of images showing the important events in the story. Students should have one box for each chapter and a caption for their image. A storyboard could look like the example below.

Chapter 1	Chapter 2	Chapter 3	Chapter 4
Caption:	Caption:	Caption:	Caption:

+

Chapter 5	Chapter 6	Chapter 7
Caption:	Caption:	Caption:

**Day 5:**

1. The teacher will read aloud chapters 8 and 9 of the text.
2. As the teacher reads, students will complete the literature guide for chapters 8 and 9.

3. Students will make a prediction about what will happen next using the strategy think-pair-share. Students will think about their prediction then pair up with another student and share their predictions. Give students the opportunity to share with two or three other students.

**Day 6:**

1. The teacher will read aloud chapters 10 and 11 of the text.
2. As the teacher reads aloud, students will complete the literature guide for chapters 10 and 11.
3. Students will write a diary entry about the events in chapter 10 and 11 from the point of view of Bright Morning. How is she feeling? What might she be thinking? Diary entries should be at least 6 sentences.

**Day 7:**

1. The teacher will read aloud chapters 12 and 13 of the text.
2. As the teacher reads aloud, students will complete the literature guide for chapters 12 and 13.
3. Students will write a six-word summary of each chapter (12 and 13). Their summaries should include the most important details from the text.

**Day 8:**

1. The teacher will read aloud chapters 14 and 15 of the text.
2. As the teacher reads aloud, students will complete the literature guide for chapters 14 and 15.
3. Students will write down their favorite part of the story so far and why. Then, students will complete a snowstorm activity to share their answers. Students will crumble up their

answer and throw it toward the front of the room. Each student will then pick up one piece of paper and read the paper they got.

**Day 9:**

1. The teacher will read aloud chapters 16 and 17 of the text.
2. Students will complete the literature guide for chapters 16 and 17 with a shoulder partner.

**Day 10:**

1. The teacher will read aloud chapters 18 and 19 of the text.
2. As the teacher reads aloud, students will complete the literature guide for chapters 18 and 19.
3. With a partner, create a Venn diagram comparing the settings of the story: Canyon de Chelly and Bosque Redondo. How are they similar and how are they different?

**Day 11:**

1. The teacher will read aloud chapters 20 and 21 of the text.
2. As the teacher reads aloud, students will complete the literature guide for chapters 20 and 21.
3. Students will predict how the text is going to end. Have each student write down their prediction. Then, students will complete a mingle activity to share their predictions. The teacher will play music and students will walk around the room. When the music stops, students will pair up with a student close to them and share their predictions. Allow students to share with two or three others.

**Day 12:**

1. The teacher will read aloud chapters 22 and 23 of the text.

2. As the teacher reads aloud, students will complete the literature guide for chapters 22 and 23.
3. Students will get back together with their partner from the character map activity. With their partner, students will add at least one more character trait to their character map of Bright Morning and an example from the text to support it.
4. As a class, discuss the ending of the text. Take a vote on whether students liked or disliked the ending. Have students turn and talk to a partner about why they liked or disliked the ending.

## ***Sing Down the Moon* Literature Guide**

Directions: As you read *Sing Down the Moon* by Scott O'Dell, complete this literature guide. As you read each chapter, answer the questions and define the vocabulary words.

### **Chapter 1**

1. Why was Bright Morning happy about the new spring? What happened in the previous spring?
2. Are the sheep important to Bright Morning's family? Why do you think they are or are not important?
3. Would you want to herd sheep like Bright Morning? Why or why not?
4. Define mesas as used in the text.
5. Define barrancas as used in the text.
6. Define prongs as used in the text.

### **Chapter 2**

1. Describe Bright Morning. What is she like? How do her friends describe her?
2. Draw a picture of Bright Morning. Use the book and your answers from question 1 to help you with your drawing.
3. Using the information you know so far about Bright Morning, why do you think her name is Bright Morning?
4. Define corral as used in the text.
5. Define mesquite as used in the text.



1. Define league as used in the text.
2. Define lance as used in the text.
3. Define goading as used in the text.

### **Chapter 3**

1. How did Tall Boy get his name?
2. Why are the soldiers threatening the Navaho people?
3. Does it seem like Bright Morning enjoys her home? Why or why not? Use evidence from the text to support your decision.
4. In the beginning of the chapter, Bright Morning mentions the Navahos get to choose their own name. If you could choose your name, what name would you choose and why?
5. Define astride as used in the text.
6. Define haughty as used in the text.
7. Define juttred as used in the text.
8. Define hogan as used in the text.
9. Define plunder as used in the text.

### **Chapter 4**

1. Compare and contrast your typical morning with Bright Morning's typical morning.
2. What caused Bright Morning's black dog to bark?
3. Predict if you think Bright Morning and Running Bird will escape from the Spaniards. If you think they will, predict how they will escape. If you think they will not, predict what will happen to the girls.
4. Define uncropped as used in the text.
5. Define thong as used in the text.

## **Chapter 5**

1. At the end of the chapter, the girls see a Navaho Wolf. Why were the girls afraid of the wolf?
2. What do you think the appearance of the wolf indicates will happen in the upcoming chapters?
3. Define hobble as used in the text.

## **Chapter 6**

1. How far did the girls travel with the Spaniards?
2. Why did Bright Morning refuse the stew?
3. What do you think the Nez Perce girl's warning indicates will happen in the story?

## **Chapter 7**

1. Does Rosita seem to like it there? Why or why not?
2. How do you think Bright Morning is feeling at the end of the chapter? How would you feel if you were Bright Morning?
3. Define surly as it is used in the text.
4. Define disposition as it is used in the text.

## **Chapter 8**

1. Compare and contrast Bright Morning's feelings about captivity with Rosita's feelings about captivity.
2. Why does Rosita warn Bright Morning not to talk to Nehana?

## **Chapter 9**

1. Predict if the girls escape plan will work. How would you escape?
2. Describe how you think the girls are feeling at the end of the chapter.

3. Define altar as it is used in the text.
4. Define tethered as it is used in the text.

### **Chapter 10**

1. What is the problem with meeting the woodcutter on the trail?
2. Why would the girls be lost without Nehana?

### **Chapter 11**

1. How did Bright Morning feel when she heard Tall Boy's war cry?
2. How would you feel if you heard Tall Boy's war cry?
3. Describe what happened to Tall Boy at the end of the chapter.
4. How will what happened to Tall Boy affect him the rest of the story?
5. Define draw as it is used in the story.

### **Chapter 12**

1. Describe the healing methods used by Bitter Water.
2. What is your opinion of Bitter Water's healing methods?
  3. Compare and contrast how Bright Morning feels about Tall Boy with how her mother and sister feel about him.
4. Why do you think it is time for Bright Morning's Womanhood Ceremony?

### **Chapter 13**

1. Summarize the ceremony Bright Morning went through as described in the chapter.
2. What was the purpose of the ceremony and its tasks?
3. Define floundered as it is used in the text.

### **Chapter 14**

1. Why did the Long Knives threaten the Navaho?

2. Why do the Navahos think the soldiers will leave?
4. Using your knowledge of history, do you think they will leave?

### **Chapter 15**

1. Summarize what the soldiers did to the Navaho village as described in the chapter.
2. Why do you think the soldiers did those things to the village?

### **Chapter 16**

1. Imagine you were in the Navaho tribe when the Long Knives found them. Decide what you would have done: gone peacefully like the Navahos or tried to fight. Explain your decision.
2. How is Tall Boy feeling after what happened with the Long Knives? Why do you think he is feeling that way?
3. What is happening to the Navahos at the end of the chapter?

### **Chapter 17**

1. What do you think happened to Little Rainbow? Do you think Bright Morning will find her?
2. Describe what happened during the march of the Navahos. What happened to the Navahos? How did the soldiers treat them?

### **Chapter 18**

1. Why do you think Bright Morning's grandmother wanted to die?
2. What happened to Little Rainbow's children?

### **Chapter 19**

1. How would you feel if you had to march with Bright Morning and the Navahos? Why would you feel that way?

2. Describe Bosque Redondo and life for the Navahos there. Compare life in Bosque Redondo with life in Canyon de Chelly.
3. How are the Apaches different from the Navahos?

### **Chapter 20**

1. Describe the wedding ceremony between Bright Morning and Tall Boy.
2. What is Bright Morning planning at the end of the chapter?
3. Pretend you are Bright Morning and want to leave Bosque Redondo. Construct a plan for your escape that includes how you will escape and what you will bring with you.

### **Chapter 21**

1. How did Tall Boy react when the Apache tried to take their wood?
2. What do you think is happening to Tall Boy in the fort? Will he be rescued? Use details from the text to support your conclusions.

### **Chapter 22**

3. How did Tall Boy escape?
4. Do you think Bright Morning will find her sheep in Canyon de Chelly? Why or why not?
5. Should Bright Morning and Tall Boy go back to Canyon de Chelly, or should they stay in Bosque Redondo? Explain your decision.
6. Define gaunt as used in the text.

### **Chapter 23**

7. Describe Canyon de Chelly when Bright Morning and Tall Boy arrived there. What did they find? Did Bright Morning find her sheep?
8. Is Bright Morning happy at the end of the story? Tell why you think she is or is not happy.

9. The author, Scott O'Dell, ends the book with the sentence, "It was Navaho rain." What does this statement mean? Why do you think the author chose to end the book with it?

Name \_\_\_\_\_

### Westward Expansion Anticipation Guide: Pre-Test



Directions: Complete the Anticipation Guide. Choose whether you agree or disagree with each statement.

Statement	Agree or Disagree?
1. The Louisiana Territory was only explored by Lewis and Clark.	
2. The Louisiana Purchase was when Thomas Jefferson bought New Orleans.	
3. Manifest Destiny is the belief that God gave Americans the right to claim land in the west unless it belonged to Native Americans.	
4. The Louisiana Purchase changed the way of life for Native Americans.	
5. Explorers faced many hardships in the west.	
6. Zebulon Pike and John Fremont were famous forty-niners.	
7. Not many people went to California to find gold.	
8. Settlers traveled west on the Oregon Trail in covered wagons.	
9. Traveling on the Oregon Trail was a fast but dangerous journey.	
10. Francis Scott Key wrote “The Star Spangled Banner” about westward expansion.	
11. Native Americans won the Battle of Tippecanoe during the War of 1812.	
12. Railroads were an important transportation advancement of the 1800s.	
13. The Pony Express was replaced by covered wagons.	
14. The telegraph used Morse code to send messages.	
15. The Battle of Little Big Horn was won by Native Americans	

and saved them from ever having to move to a reservation.	
16. Andrew Jackson forced Native Americans off their land.	
17. The Trail of Tears was opposed by Andrew Jackson.	
18. The Trail of Tears was the voluntary relocation of the Cherokee people to Oklahoma.	
19. The Missouri Compromise related to the argument surrounding slavery.	
20. The Missouri Compromise decreased tension in the United States.	



Name \_\_\_\_\_

### Westward Expansion Anticipation Guide: Post-Test



Directions: Read each statement. Write whether you agree or disagree with the statement then explain why in at least one complete sentence.

Statement	Agree or Disagree?	Explain why you agree or disagree
1. The Louisiana Territory was only explored by Lewis and Clark.		
2. The Louisiana Purchase was when Thomas Jefferson bought New Orleans.		
3. Manifest Destiny is the belief that God gave Americans the right to claim land in the west unless it belonged to Native Americans.		
4. The Louisiana Purchase changed the way of life for Native Americans.		
5. Explorers faced many hardships in the west.		
6. Zebulon Pike and John Fremont were famous forty-niners.		
7. Not many people went to California to find gold.		
8. Settlers traveled west on the Oregon Trail in covered wagons.		
9. Traveling on the Oregon Trail was a fast but dangerous journey.		

10. Francis Scott Key wrote “The Star Spangled Banner” about westward expansion.		
11. Native Americans won the Battle of Tippecanoe during the War of 1812.		
12. Railroads were an important transportation advancement of the 1800s.		
13. The Pony Express was replaced by covered wagons.		
14. The telegraph used Morse code to send messages.		
15. The Battle of Little Big Horn was won by Native Americans and saved them from ever having to move to a reservation.		
16. Andrew Jackson forced Native Americans off their land.		
17. The Trail of Tears was opposed by Andrew Jackson.		
18. The Trail of Tears was the voluntary relocation of the Cherokee people to Oklahoma.		
19. The Missouri Compromise related to the argument surrounding slavery.		
20. The Missouri Compromise decreased tension in the United States.		

21. In a paragraph of at least 6 sentences, explain what you believe is the most important concept or event related to westward expansion. In your paragraph, state your opinion then use at least three details and facts to support your answer.

Name \_\_\_\_\_

### Westward Expansion Anticipation Guide Answer Key



Statement	Agree or Disagree ?	Explain why you agree or disagree
1. The Louisiana Territory was only explored by Lewis and Clark.	Disagree	Lewis and Clark did explore it, but other explorers include Pike and Fremont.
2. The Louisiana Purchase was when Thomas Jefferson bought New Orleans.	Disagree	The Louisiana Purchase doubled the size of the U.S. and included miles of western territory.
3. Manifest Destiny is the belief that God gave Americans the right to claim land in the west unless it belonged to Native Americans.	Disagree	Manifest Destiny included taking land from Native Americans.
4. The Louisiana Purchase changed the way of life for Native Americans.	Agree	Native Americans were eventually forced off their land onto reservations by white settlers.
5. Explorers faced many hardships in the west.	Agree	Explorers faced rough climates, wild animals, harsh terrain, dangerous rivers, extreme weather conditions, illness, etc.
6. Zebulon Pike and John Fremont were famous forty-niners.	Disagree	Pike and Fremont were explorers.
7. Not many people went to California to find gold.	Disagree	Thousands of people went to California during the Gold Rush.
8. Settlers traveled west on the	Agree	Covered wagons were one mode of

Oregon Trail in covered wagons.		transportation to travel west.
9. Traveling on the Oregon Trail was a fast but dangerous journey.	Disagree	The trail was a dangerous and slow journey that normally took several months.
10. Francis Scott Key wrote “The Star Spangled Banner” about westward expansion.	Disagree	The national anthem was written about the War of 1812.
11. Native Americans won the Battle of Tippecanoe during the War of 1812.	Disagree	Native Americans were defeated during this battle.
12. Railroads were an important transportation advancement of the 1800s.	Agree	Railroads, roads, wagons, and canals were all transportation advancements made during the 1800s.
13. The Pony Express was replaced by covered wagons.	Disagree	It was replaced by the telegraph.
14. The telegraph used Morse code to send messages.	Agree	Morse code was a series of dots and dashes used to send messages via telegraph.
15. The Battle of Little Bighorn was won by Native Americans and saved them from ever having to move to a reservation.	Disagree	While it was won by Native Americans, they were soon forced to move to reservations.
16. Andrew Jackson forced Native Americans off their land.	Agree	Andrew Jackson issued the Indian Removal Act of 1830.
17. The Trail of Tears was opposed by Andrew Jackson.	Disagree	Andrew Jackson did not oppose the Trail of Tears but wanted to relocate Native Americans.
18. The Trail of Tears was the voluntary relocation of the Cherokee people to Oklahoma.	Disagree	The Trail of Tears was not voluntary but the forced relocation of the Cherokees.
19. The Missouri Compromise related to the argument surrounding slavery.	Agree	The Missouri Compromise related to whether Maine and Missouri would be free or slave states.

20. The Missouri Compromise decreased tension in the United States.	Disagree	The Missouri Compromise increased tension in the United States and caused division.
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# Literature Circles

**Introduction:** Students will take part in literature circles. In literature circles, students will choose a book to read then form a group with other students who want to read the same book. Students will then read the book and meet regularly to discuss their reading. Students will be assigned roles and take notes to guide their reading. Discussions will be run by students with the teacher there as a facilitator. When the books have been read, students will share their book with their classmates with a project of their choice.

**Literature Circle Basics:** Students will have a set amount of days to read their book. Students will have six meetings to discuss their book. Before they begin, students will work together to create a reading schedule by dividing the book into chunks of how they want to read it. When they have created their schedule, they should present it to the teacher for approval. If the teacher feels the schedule is not appropriate for the time allotted, the teacher can give suggestions on how students can change their schedule. During each meeting, students should have read the assigned section and come prepared to discuss the book including having completed their assigned role. Students should have 20 to 30 minutes each meeting to discuss the book. Students will lead the discussions in their groups and can use their roles to determine discussion topics. After their meeting, each student will complete a self-evaluation to rate what they did well and what they can improve on for their next literature circle meeting. At the end of their book, students will choose an end project to share with the class about their book. Students will have a

choice of which project they would like to complete. The teacher may also choose to allow students the choice to work as a group, with a partner, or alone for their project.

**Literature Circle Roles:** Assign each student a role in their group. Students can switch roles after each meeting. Allow students to come up with their own role if they want to. If students create their own role, they should discuss it as a group then explain the role to the teacher for approval. As they read, students should fulfill their assigned role using the attached role sheets. Students can also make notes directly in the text using sticky notes. Roles have been adapted from *Literature Circles* by Harvey Daniels (2002).

1. **Illustrator:** The illustrator will draw a picture related to the book. The drawing could depict an important event or character, what the book reminded you of, a feeling or idea you got from the book, or anything else important to you about the reading.
2. **Scene Setter:** The scene setter will carefully track the setting of the book by describing where the action begins and ends. Describe each setting using words or by sketching it.
3. **Connector:** The connector finds connections between the book and the outside world. Connections can be made to your own life, current events, or anything else the book reminds you of.
4. **Literary Luminary:** The literary luminary locates any passages or paragraphs that are important or interesting. Mark the passage in the book with a sticky note and jot down why you picked it.
5. **Questioner:** The questioner will write down a few questions they have about the book. Questions can be about unknown words, what will happen next, events in the story, actions of characters, or anything else you wondered about while reading.



6. **Summarizer:** The summarizer will write a brief summary of the important events in the text. The summary can be written out in paragraph form or as bullet points, and it should include the key events of the book.

**Book Choices:** Students will be allowed to choose the book they want to read during their literature circles. Book choices are listed below. Before choosing, the teacher needs to help students make an informed choice about the books. Teachers can use the following steps to introduce the books to students and help them choose.

1. To introduce students to the books, the teacher can first complete a book talk on each book. In a book talk, the teacher will briefly explain the plot, its connection to the unit, and anything else that would interest students about the book.
2. Allow students to do a book pass. Students will pass around the books and look at each one for one minute. The teacher can group students in circles so that each group has five students and five books. As students look at the book, they can check out the cover, the summary on the back, the length of the text, and read the first page.
3. When students have finished the book pass, they will rank the books from most interesting to least interesting. Then, they will give their rankings to the teacher, so the teacher can place them into their groups. Groups should include four to five students. Inform students that because groups will be no more than five students, they might not get their first choice, but every student will get one of their top three choices.

The following are students' choices for books.

1. ***Little House on the Prairie* by Laura Ingalls Wilder**

“Laura Ingalls likes her little house in the big woods, which she shares with Ma and Pa, and her two sisters, Mary and Carrie. Winter is coming, and their log house is snug and warm. But the big woods are becoming crowded. Everyday, they hear the thud of an axe on a tree, and Pa wants to leave. In fact, he wants to move the entire family west, to Indian country. The family prepares a covered wagon and Laura leaves her home in the woods forever. The trip west is not easy, but Laura’s spirited curiosity is heightened by the adventures they have along the way: The wagon is almost swept away in a river with the family inside. They must camp out under the stars. The land is new and different with nothing to see but the prairie grass and a giant sky. And while the land yields everything the Ingalls family could want - plenty of game and fish and empty land on which they build a house, plant crops and make their home - it also has its dangers, including wolves and Indians, upon whose land white settlers are encroaching. In a year, the Ingalls will leave this home, too (Scholastic, 2020a).”

2. ***Sarah, Plain and Tall* by Patricia MacLachlan**

“Caleb and Anna have been living without a mother for a long time. In fact, Caleb doesn't even remember Mama, who died a day after he was born. Anna tells him that Papa and Mama sang every day, and now Papa doesn't sing at all. To remedy this situation, their father places an advertisement in a newspaper for a mail-order bride to come live with them in their prairie home. All the way from Maine, a woman named Sarah answers the ad. Caleb wants to know if Sarah snores. Anna wants most of all to know if Sarah sings. Sarah makes plans to arrive, and writes, "I will come by train. I will wear a yellow bonnet. I am plain and tall." So the family waits. In the spring, she comes with her cat named Seal, gray like the seals that swim near her seaside home...and a sea stone, which

she eventually gives to Anna. Jacob, the father, teaches Sarah some skills for the farm, like driving a tractor. Everyone hopes she will stay, most of all Caleb and Anna, but Sarah misses the sea, her brother and her three old aunts. One day Sarah takes the wagon alone to town, and Caleb and Anna worry. What if she doesn't come back? (Scholastic, 2020c)”

3. ***How I Became a Ghost* by Tim Tingle**

“A Choctaw boy tells the story of his tribe's removal from the only land his people had ever known, and how their journey to Oklahoma led him to become a ghost, one with the ability to help those he left behind (Scholastic, 2020b).”

4. ***Westward to Home: Joshua's Oregon Trail Diary* by Patricia Hermes**

“It is 1848 when Joshua McCullough and his family leave their home in St. Joseph, Missouri, and set off for Oregon on a wagon train. During their seven-month-long journey, many of the other families on the trail suffer devastating losses, but Joshua's is spared. However, Joshua must conquer his fear of water during the many river crossings the wagon train must make. During one dramatic crossing, Joshua heroically dives into a rushing river to save his younger sister Becky. The battered wagon train reaches Oregon after traveling over two thousand miles (Scholastic, 2020e).”

5. ***Save Queen of Sheba* by Louise Moeri**

“The vicious attack on their wagon train killed almost everyone except David and his younger sister, whom he calls Queen of Sheba. The two are stranded on the deserted trail, and have to live by their wits and whatever supplies they can scavenge. And although David is seriously hurt, he knows that frail Queen of Sheba is counting on him. He can

only hope that their parents are somewhere up ahead, if he can find them (Scholastic, 2020d).”

**End Project Choices:** After completing their book, students will choose an end project to complete about the book. Each project should relate to the book and westward expansion. The teacher can choose to allow students the choice of working as a group, with a partner, or alone for their project. Students will have time in class to work on their project and can also work at home. They will present them to the class so everyone can learn about the book.

**Choice 1:** Create a poster advertising the book. You should include any interesting details about the book that advertise why others would want to read it such as your favorite part, interesting characters, exciting events, or anything else you feel would make someone want to read the book. On your poster, you must include the title and author of the book. The rest of the details are up to you! Be creative and make sure your poster is appealing.

**Choice 2:** Write a new ending for the book. If you had written the book, how would you have ended it? Write a new ending that is at least five complete paragraphs then draw an illustration to go along with your ending. Be creative!

**Choice 3:** Create a collage representing either the book or a main character. On a poster board, draw pictures and write words or cut-out and glue pictures and words that represent the book or a main character. Arrange your collage however you would like. You may also choose to cut your poster board into a shape to represent your book. On the back, write a brief description explaining your collage.

**Choice 4:** Create a new cover for the book. On the front, draw your new book cover. Then, on the back, write a brief explanation explaining your new cover. Make sure you are creative and use color for your cover!

**Choice 5:** Create a song or dance about the book. For your song, write your own lyrics about the book or a character. If you create a dance, write a brief explanation about how your dance relates to the book. You may choose to perform your song or dance, read your song lyrics, or record a video of your song or dance. Be creative!

**Choice 6:** Write an interview with a character. Include at least five interview questions and how the character would answer them. To present your interview, you will perform it with a partner. One person should read the interview questions while the other pretends to be the character answering them. You may either perform it in front of the class or record a video of your interview.

**Choice 7:** Student's choice! Create your own project. Before you begin your project, you must share your idea with the teacher and receive approval for it. To get your project approved, you must be able to explain what your project is and how it relates to the book and westward expansion. Be creative!

**Assessment:** To assess students' participation in their literature circle, students will create a portfolio. In their portfolio, students will save everything they created related to the book. Students will turn in their role sheets, self-evaluations, and their end project for an overall grade. See below for role sheet and self-evaluation examples as well as end project choices.

Literature Circles Portfolio Rubric:

<b>Criteria</b>	<b>10</b>	<b>5</b>	<b>3</b>	<b>0</b>
<b>Role Sheets</b>	Six role sheets included	Three to five role sheets included	One to two role sheets included	No role sheets included
<b>Self-Evaluation</b>	Six self-evaluations included	Three to five self-evaluations included	One to two self-evaluations included	No self-evaluations included
<b>End Project</b>	Project is complete and related to the book and westward expansion	Project is complete and mostly related to the book and westward expansion	Project is partially complete and/or partially related to the book and westward expansion	Project is incomplete and not related to the book and westward expansion
<b>Timeline</b>	Project and portfolio items are turned in on-time	N/A	Project and portfolio items are turned in but not on-time	Project and portfolio items are not turned in
<b>Presentation</b>	End project was appealing, creative, and presented to the class	End project was appealing and presented to the class	End project was presented to the class but was not appealing or creative	End project was not presented to the class
				<b>Total Score: /50</b>

## Literature Circle Self-Evaluation

Name \_\_\_\_\_

Book Title \_\_\_\_\_

Score yourself in the following areas:

<b>Categories</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<b>Reading</b>	I did not read the assigned passage.	I read some of the assigned passage.	I read the entire assigned passage.
<b>Listening</b>	I did not listen to my peers.	I sometimes listened to my peers.	I actively listened to my peers.
<b>Preparedness</b>	I did not complete my assigned role.	I partially completed my assigned role.	I completed my entire assigned role.
<b>Discussion</b>	I was off-topic or did not contribute to the conversation.	I was sometimes off-topic and/or contributed little to the conversation.	I was on-topic and contributed to the conversation.

1. What did you do well? Briefly explain.

2. What can you improve on for the next meeting? Briefly explain.

Name \_\_\_\_\_

Book \_\_\_\_\_

Pages/Chapters Assigned \_\_\_\_\_

### **Role: Connector**

Your Role: The connector finds connections between the book and the outside world.

Connections can be made to your own life, current events, or anything else the book reminds you of.

**Below are some connections I made while reading. Include the page number or chapter number related to your connection.**



Name \_\_\_\_\_

Book \_\_\_\_\_

Pages/Chapters Assigned \_\_\_\_\_

**Role: Illustrator**

Your Role: The illustrator will draw a picture related to the book. The drawing could depict an important event or character, what the book reminded you of, a feeling or idea you got from the book, or anything else important to you about the reading.

**Make your drawing below or on the back of this paper.**

Name \_\_\_\_\_

Book \_\_\_\_\_

Pages/Chapters Assigned \_\_\_\_\_

### **Role: Scene Setter**

Your Role: The scene setter will carefully track the setting of the book by describing where the action begins and ends. Describe each setting using words or by sketching it.

**Describe or draw the setting below or on the back of this sheet. Include where the action began and where it ended.**

Name \_\_\_\_\_

Book \_\_\_\_\_

Pages/Chapters Assigned \_\_\_\_\_

**Role: Literary Luminary**

Your Role: The literary luminary locates any passages or paragraphs that are important or interesting.

**Write down the page number and paragraph of the passage and why you picked it.**

Page Number and Paragraph	Reason for Picking

Name \_\_\_\_\_

Book \_\_\_\_\_

Pages/Chapters Assigned \_\_\_\_\_

### **Role: Questioner**

Your Role: The questioner will write down a few questions they have about the book. Questions can be about unknown words, what will happen next, events in the story, actions of characters, or anything else you wondered about while reading.

**Write down your questions about the reading. Include any page numbers or chapter numbers related to your questions.**

Name \_\_\_\_\_

Book \_\_\_\_\_

Pages/Chapters Assigned \_\_\_\_\_

### **Role: Summarizer**

Your Role: The summarizer will write a brief summary of the important events in the text. The summary can be written out in paragraph form or as bullet points, and it should include the key events of the book.

**Write your brief summary below either as a paragraph or using bullet points.**

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