

Integrated Thematic Unit: Grade 4 - Theme 2: American Stories

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies Standards

Teacher Designers: Debbie Walsh, Nancy Jackson, Feliz Guarino
GATE Staff: Lyn Olson, Caroline Calero, David Manier, Ted Altenberg
Summer – Fall 2007

Stage 1 - Desired Results for Universal Access

HM Theme Concept:

Exploring the diversity, achievement and spirit of the United States

Cross-Curricular Goals or Standards:

- HSS 4.4.4** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities
- HSS 4.4.2** Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, population growth in towns, conflicts between diverse groups of people, and destruction of environment

HM Reading Comprehension Skill/Cognitive Tasks:

- Sequencing events
- Making inferences
- Making generalization
- Classify/categorize

HM Writing Workshop:

- Write a description

Summary:

The theme “American Stories” demonstrates diversity and gives students a view of the American experience through different cultural perspectives. Through research and reading historical fiction students will gain a broader understanding of what it means to be an American. Students also learn how family and culture influence the lives of individuals. Students apply their research and the reading skills taught in this theme to various learning activities offered in the Extension Menu.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this theme unit.

Integrated Thematic Unit: Grade 4 - Theme 2: American Stories

<p>Essential Understandings:</p> <p>___ People, things, and ideas move everyday</p> <p>___ People migrate and immigrate for a variety of reasons.</p> <p>___ Diversity and adaptation define California's communities</p>	<p>Essential Questions:</p> <ul style="list-style-type: none">• What is meant by the "American" spirit?• What makes an American?• What makes an immigrant?• How would California be different if there had been no immigration?• What are positive and negative affects of migration and immigration?
<p>Students will know:</p> <ul style="list-style-type: none">• When people migrate they must adapt to their new environment• People migrate for religious, economic and social reasons, as well as for adventure• How the Gold Rush transformed California	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify signal words to sequence the events of a story.• Read and make inferences from a passage• Use details to make generalizations• Arrange like items into groups• Find a name to describe all members of a group

Stage 2 – Assessment Evidence for Universal Access

HM THEME:

- SCOE Test **OR**
 Houghton Mifflin Theme Skills Test:

ANTHOLOGY SELECTIONS:

<input type="checkbox"/> Selection Tests (Teachers’ Resource Blackline Masters)	<input type="checkbox"/> Reading Response Journal
<input type="checkbox"/> “Think About the Selection” p 176 p 212 p 240 p 270	<input type="checkbox"/> Daily Log
<input type="checkbox"/> Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers’ Resource Tab) Suggested Activities: p R11 – Write a Dinosaur Story p R13 – Make Inferences About History p R15 –Find the Facts p R17 – Identify the Continents	<input type="checkbox"/> Other:

Summative Performance Task: Based on Essential Understandings

- Writing to Inform
 Presenting to Inform
Suggested Prompt (for writing or presenting to inform):
 What is meant by the American Spirit?

Key Criteria:

- Criteria Cards for each product
 Assessment Cards for each product on Extension Menu (see page 8)
 Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- Daily Log of Extension Work and Reading Log
 Self Evaluation Checklist
 Task commitment and engagement when working independently
 Peer Reviews

Stage 3 – Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation

 - Input

 - Guided oral Practice

Teach the Theme – 3 – 5 Days *per* Selection:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation

 - Input

 - Guided oral Practice

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation:

- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** HM Theme Assessment Test

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

Theme 4-2: American Stories ~ Extension Menu

Name _____

Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe

<p>1. <u>Interview</u></p> <ul style="list-style-type: none"> • Interview a family friend or relative who migrated to California from another state or country • Ask for several reasons why this person migrated or moved • Find out how they adapted to their new home: difficulties, successes 	<p>2. <u>Venn Diagram</u></p> <p>Categorize the immigration experience of 2 characters from two different stories in a Venn Diagram.</p> <ul style="list-style-type: none"> • Compare and contrast 2 characters; their experiences in their new location, their purposes for immigrating • Make generalizations from your diagram in a short written paper. 	<p>3. <u>Poster</u></p> <p>Choose a community you have lived in and know well</p> <ul style="list-style-type: none"> • Design a poster that attracts new visitors to that community • Include climate, geography, industry, etc. • Highlight the cultural diversity found in your area • What would people infer about your community from your poster? (a paragraph)
<p>4. <u>Journal Entry</u></p> <ul style="list-style-type: none"> • Write journal entries from the perspective of two different characters in a story • Describe events that are meaningful and/or important • Include an entry from beg., mid., end of story • Use words that signify sequence of events (transition words) 	<p>5. <u>Poem and Oral Presentation</u></p> <p style="text-align: center;">This Land Is Your Land A song by Woody Guthrie</p> <p>This land is your land, this land is my land, from California to the New York Island, from the redwood forest to the Gulf Stream waters, This land was made for you and me.</p>	<p>6. <u>Friendly letter</u></p> <ul style="list-style-type: none"> • Use a letter format to share similarities/ differences you have with one of the characters • Include questions you may ask that character about their experiences • Talk/share about a group you belong to (scouts, religious, cultural, sports, etc.)
<p>7. <u>Population Graph</u></p> <p>(See activity from pg 245 of student's social studies text)</p> <ul style="list-style-type: none"> • Plot growth of population in US on graph paper provided • Analyze the data comparing the 2 graphs in terms of change over time in a two paragraph conclusion 	<p>8. <u>Comic Strip</u></p> <ul style="list-style-type: none"> • Illustrate the sequence of events in an immigration story • Include dialogue bubbles • Include transition words in author's caption • Cut up into sections for a peer to put in order 	<p>9. <u>Demonstration</u></p> <ul style="list-style-type: none"> • Pick a recipe or an activity with at least 5 steps to demonstrate in front of the class • Include materials list and written, sequential instructions • Activity or recipe represents a culture other than your own.

Matching Assessments for Extension Menu

<p>1. <u>Interview</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Interview Criteria Card <input type="checkbox"/> Interview a family member or friend who migrated to California <input type="checkbox"/> Asks about the reasons or factors behind their migration <input type="checkbox"/> Questions/answers help understand how they adapted to their new home. <input type="checkbox"/> Carefully and accurately record their responses. <p>Total: ____</p>	<p>2. <u>Venn Diagram</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Venn Diagram criteria card <input type="checkbox"/> Clearly shows similarities/differences <input type="checkbox"/> Accurate info <input type="checkbox"/> Compares experiences of characters in new location <input type="checkbox"/> Compares characters' purpose for travel <p>Total: ____</p>	<p>3. <u>Poster</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Poster Criteria card <input type="checkbox"/> Accurate facts and details about location <input type="checkbox"/> Uses persuasive language <input type="checkbox"/> Includes information on the cultural diversity of your area <input type="checkbox"/> Paragraph with inferences <p>Total: ____</p>
<p>4. <u>Journal Entry</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Journal Entry Criteria Card <input type="checkbox"/> Describes setting <input type="checkbox"/> Accurate information <input type="checkbox"/> Sequenced correctly <input type="checkbox"/> Includes thoughts, feelings, and attitudes of the characters <input type="checkbox"/> Corrects CUPS <p>Total: ____</p>	<p>5. <u>Poem and Oral Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Oral Presentation Criteria Card <input type="checkbox"/> Copy poem neatly <input type="checkbox"/> Appropriate illustration <input type="checkbox"/> Memorized poem <input type="checkbox"/> Interpret/responded to poem <p>Total: ____</p>	<p>6. <u>Friendly letter</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Letter Criteria Card <input type="checkbox"/> Discusses similarities/differences between author/character <input type="checkbox"/> Describes/explains about a group that you belong to <input type="checkbox"/> Includes questions to the character <input type="checkbox"/> Uses appropriate format for friendly letter (heading, greeting, body, closing, signature) <p>Total: ____</p>
<p>7. <u>Graph Population</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Graph Criteria Card <input type="checkbox"/> Uses academic vocab. to analyze data <input type="checkbox"/> Follows directions on worksheet <input type="checkbox"/> Demonstrates understanding of data <input type="checkbox"/> Neat and legible <p>Total: ____</p>	<p>8. <u>Comic Strip</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Comic Criteria Card <input type="checkbox"/> Appropriate illustrations drawn clearly of immigration <input type="checkbox"/> Accurate sequence of events <input type="checkbox"/> Includes dialogue <input type="checkbox"/> Transition words used in author's caption <p>Total: ____</p>	<p>9. <u>Demonstration</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows Demo. Criteria Card <input type="checkbox"/> Includes material list and written instruction <input type="checkbox"/> Oral presentation is effective (rate/vol. of speech, body lang, etc.) <input type="checkbox"/> Able to answer any student questions <input type="checkbox"/> Activity demonstrates learning of different cultures. <p>Total: ____</p>

Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products

Product # _____ points earned

Product # _____ points earned

Product # _____ points earned

TOTAL _____ **points earned**

Thematic Matrix: Grade 4 - Theme 2: American Stories

Essential Questions:

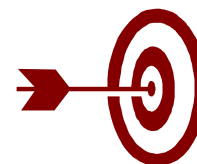
1. What makes an American?
2. What is meant by the “American Spirit?”
3. What are the negative and positive aspects of immigration and migration?
4. How has California been shaped by immigration?

← (elements of the essential understanding) →

HM Selection	Context (Setting)	Reasons for immigration or migration	Effects of immigration on the society	Effects of immigration on the main character
<i>Tomas and the Library Lady</i>				
<i>Tanya Rennion</i>				
<i>Boss of the Plains</i>				
<i>A Very Important Day</i>				

Enduring Understanding:

Name _____ Date _____ Due Date _____



HM Theme: American Stories

Exploring the diversity, achievement and spirit of the United States

- HSS 4.4.4** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities
- HSS 4.4.2** Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, population growth in towns, conflicts between diverse groups of people, and destruction of environment

<p>Essential Understandings:</p> <ul style="list-style-type: none"> • People, things, and ideas move everyday • People migrate and immigrate for a variety of reasons. • Diversity and adaptation define California’s communities 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is meant by the “American” spirit? • What makes an American? • What makes an immigrant? • How would California be different if there had been no immigration? • What are positive and negative affects of migration and immigration?
<p><u>Students will know ...</u></p> <ul style="list-style-type: none"> • When people migrate they must adapt to their new environment • People migrate for religious, economic and social reasons, as well as for adventure • How the Gold Rush transformed California 	<p><u>Students will be able to ...</u></p> <ul style="list-style-type: none"> • Identify signal words to sequence the events of a story. • Read and make inferences from a passage • Use details to make generalizations • Arrange like items into groups • Find a name to describe all members of a group