

Integrated Thematic Unit: Grade 5 - Theme 5: One Land - Many Trails

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

Stage 1 - Desired Results

HM Theme Concept:

The trails to and across the United States have seen many travelers.

Cross-Curricular Goals or Standards:

HSS 5.8: Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid 1800's, with emphasis on the role of economic incentive, effects of the physical and political geography, and transportation systems.

HM Reading Skill/Cognitive Tasks:

- Drawing Conclusions:
Use facts and details from the selection to come to an understanding of something not directly stated in the text
- Propaganda:
Identify propaganda and the persuasive techniques commonly used in propaganda (overgeneralizations, testimonial, bandwagon, transfer, faulty cause and effect); Distinguish between statements that are supported by facts and those that are not.
- Making Judgments:
Discuss what it means to make a judgment about something you read; Make judgments about a characters actions based on story details and your own opinions and values
- Story Structure:
Identify story structure: characters, setting and plot; Explain how elements of story structure interact with one another; Use story structure to summarize a story

HM Writing Workshop:

- Research Report: A paper that puts together information and data from reliable sources to produce a fact based report on a particular topic.

Summary:

Students extend their understanding of Westward Expansion through researching the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, They apply their research and the reading skills to various learning activities 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 5 – Theme 5: One Land – Many Trails

<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Western Migration was influenced by geography and economic opportunity. 2. The Westward Expansion changed America forever. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What would motivate someone to endure hardships in order to migrate to a new place? 2. How did the Westward Movement change America? 3. Was Manifest Destiny a moral policy from the point of view of <ul style="list-style-type: none"> • The American government? • The pioneers? • The Native Americans?
<p>Students will know:</p> <p>The geographic, political, economic and religious factors that influenced westward movement:</p> <ul style="list-style-type: none"> • Population growth in the eastern states • Availability of cheap, fertile land • Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves) • Knowledge of overland trails (i.e. Oregon, Santa Fe) • Belief in the right of “Manifest Destiny”—The idea that expansion was for the good of the country and was the right of the country • Religious relocation: Mormons and other religious groups formed their own communities 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research • Use perspective (recognize and explain how different points of view are influenced by race, religion and ethnicity) • Analyze and interpret maps • Draw Conclusions • Recognize Propaganda • Make Judgments • Write to inform • Present to inform

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 Journals
<input type="checkbox"/> “Think About the Selection” pg , 486, pg.514, pg. 542, pg. 564	<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 – Conclusion Flashcards p R13 – Create Commercials p R15 – Write an Editorial p R17 – Write a Story	<input type="checkbox"/> Other

Summative Performance Task: Based on Essential Understandings

- Writing to Inform **OR**
 Presenting to Inform
 Suggested Prompt Debate (small group):
 Write an essay persuading people in your home town to join you in your move to the west.
 Be persuasive and use at least one technique of propaganda.

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
CCD: Cognitive Content Dictionary (see pages 9 – 10)
 - 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 5-5 ~ Extension Menu

Name _____ Due Date _____

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

<p>1. <u>Map</u></p> <p>Research the routes pioneers took during the westward expansion of the United States, and create a detailed map using this information.</p> <ul style="list-style-type: none"> From your research, decide which route you would have chosen. Explain in a paragraph how you came to this conclusion. <p>(SS book Reflections pp 540 – 545)</p>	<p>2. <u>Mobile</u></p> <p>Construct a mobile showing how Native Americans and one group who migrated interacted with each other.</p> <ul style="list-style-type: none"> Choose among Mormons, 49ers, pioneers, fur traders, freed slaves. Illustrate how they interacted in the 1800's. Write a ½ – 1-page explanation of the relationship between the two groups. <p>(SS book, Reflections p. 526, 546)</p>	<p>3. <u>Brochure</u></p> <p>Create a propaganda brochure advertising one of the western territories, encouraging people to migrate there.</p> <ul style="list-style-type: none"> Appeal to several different motivations for migration in the 1800's. Include transportation for getting there and information about settlements.
<p>4. <u>Oral Presentation: Speech</u></p> <p>Write a 3-minute speech about how the Westward Movement of the 1800's changed America.</p> <ul style="list-style-type: none"> Consider Manifest Destiny from the perspective of the American government, the pioneers, the Native Americans. Was it a moral policy? Include in your speech an explanation of your conclusion about Manifest Destiny. Give your speech to a group of students or to the whole class. <p>(SS book Reflections p. 559)</p>	<p>5. <u>Poem</u></p> <p style="text-align: center;">One Land, Many Trails</p> <p style="text-align: center;">I have heard of a land Where the earth is red with promises... Where the imagination has no fences Where what is dreamed one night Is accomplished the next day</p> <p style="text-align: center;">Joyce Carol Thomas</p> <p>Copy, illustrate, memorize and recite the poem</p>	<p>6. <u>Comic Strip</u></p> <p>Draw at least 3 comic strips showing contact between the Native Americans and pioneer families.</p> <ul style="list-style-type: none"> Characters, actions and words must be based on historical research you have done. Each comic strip should show some aspect of the interactions between Native Americans and pioneer families or settlements. <p>(SS book Reflections pp 546 – 547)</p>
<p>7. <u>Picture Postcard</u></p> <p>Create 3 picture postcards written by an individual on his/her westward journey.</p> <ul style="list-style-type: none"> Illustrate the picture side with a scene from some place through which they could have travelled. Describe the terrain, weather, flora and fauna. Describe how the environment is affecting their journey. Describe events they could have experienced on their travels. 	<p>8. <u>Chart</u></p> <p>Compare life in a settled community and life on the frontier in a chart.</p> <ul style="list-style-type: none"> The chart should have 3 columns: Aspects of Life, Settlement, Frontier. Chart should compare and contrast at least 5 aspects of life in each setting. Judge which lifestyle you would have preferred based on what you have learned. Write your conclusion in a compare/contrast paragraph. 	<p>9. <u>Song</u></p> <p>Write/compose a song that pioneers and settlers might have sung in the early 1800's.</p> <ul style="list-style-type: none"> Make the song about the difficulties of life on the trail, or about their hopes for the future. You can write new words to an existing song, such as “Row Row Row Your Boat” or another simple tune. Sing your song to a group of students or your whole class. (You can also pre-record it and bring in the recording.) Teach your song to other students!

Matching Assessments for Extension Menu

<p>1. <u>Map</u></p> <p><input type="checkbox"/> Follows Map criteria card</p> <p><input type="checkbox"/> Accurate</p> <p><input type="checkbox"/> At least five routes and trails, all correctly labeled</p> <p><input type="checkbox"/> Four reasons given for choice of best route</p> <p><input type="checkbox"/> Resources listed</p> <p>Points = _____</p>	<p>2. <u>Mobile</u></p> <p><input type="checkbox"/> Follows Mobile criteria card</p> <p><input type="checkbox"/> Has 5 or more important symbols</p> <p><input type="checkbox"/> Connections made between Native Americans and migrating groups.</p> <p><input type="checkbox"/> Written explanation is well developed</p> <p><input type="checkbox"/> Resources listed</p> <p>Points = _____</p>	<p>3. <u>Brochure</u></p> <p><input type="checkbox"/> Follows Brochure criteria card</p> <p><input type="checkbox"/> Accurate</p> <p><input type="checkbox"/> Uses persuasive language and 3 forms of propaganda</p> <p><input type="checkbox"/> Addresses 3 motivations for migrations.</p> <p><input type="checkbox"/> Describes possible transportation methods.</p> <p>Points = _____</p>
<p>4. <u>Speech</u></p> <p><input type="checkbox"/> Follows Speech criteria card</p> <p><input type="checkbox"/> Accurate</p> <p><input type="checkbox"/> Uses facts to support conclusion</p> <p><input type="checkbox"/> Persuasive</p> <p><input type="checkbox"/> Resources cited</p> <p>Points = _____</p>	<p>5. <u>Poem</u></p> <p><input type="checkbox"/> Neat copy of poem</p> <p><input type="checkbox"/> Appropriate illustration</p> <p><input type="checkbox"/> Recites with clarity</p> <p><input type="checkbox"/> Explains meaning</p> <p><input type="checkbox"/> Read/research other poetry on the subject</p> <p>Points = _____</p>	<p>6. <u>Comic Strip</u></p> <p><input type="checkbox"/> Follows Comic Strip criteria card</p> <p><input type="checkbox"/> Each comic strip has 4 or more panels</p> <p><input type="checkbox"/> Events accurately portrayed</p> <p><input type="checkbox"/> Realistic dialogue</p> <p><input type="checkbox"/> Resources cited</p> <p>Points = _____</p>
<p>7. <u>3 Picture Postcards</u></p> <p><input type="checkbox"/> Follows Postcard criteria card</p> <p><input type="checkbox"/> Messages match pictures</p> <p><input type="checkbox"/> Pictures show the frontier</p> <p><input type="checkbox"/> Message describes the flora, fauna and geographical features</p> <p><input type="checkbox"/> Addressed to someone left behind.</p> <p>Points = _____</p>	<p>8. <u>Chart</u></p> <p><input type="checkbox"/> Follows Chart criteria card</p> <p><input type="checkbox"/> Includes two categories</p> <p><input type="checkbox"/> Accurate</p> <p><input type="checkbox"/> Paragraph compares and contrasts two life styles</p> <p><input type="checkbox"/> Conclusion is supported by facts</p> <p>Points = _____</p>	<p>9. <u>Song</u></p> <p><input type="checkbox"/> Follows Song criteria card</p> <p><input type="checkbox"/> Lyrics include several important details about life on the trail</p> <p><input type="checkbox"/> Melody is easy to learn</p> <p><input type="checkbox"/> Accurate information</p> <p><input type="checkbox"/> Sing song and teach to others</p> <p>Points = _____</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 5 Theme 5: One Land - Many Trails

Essential Questions:

1. What would motivate someone to endure hardships in order to migrate?
2. How did the Western Expansion change America forever?
3. Was Manifest Destiny a moral policy?

Westward Expansion: Migration in the 1800's	Background and Reasons for Migrating	Hardships	Perspective on Manifest Destiny	Role in helping to change America
"Slow" (Sitting Bull's childhood)				
"Pioneer Girl"				
"Black Cowboy, Wild Horses"				
"Elena"				
"Preparing to Read" and "Links"				

Cognitive Content Dictionary

“Language and concepts are acquired more effectively when they are presented in a meaningful context.”

Marcia Brechtel, Project GLAD

WHY?

To focus and motivate students by bridging between what they know and what is a new word or concept. The use of the CCD also serves to assess current knowledge of key vocabulary and more importantly, teaches the student strategies for discerning a new word using their prior knowledge.

WHAT?

Students are presented with a prepared vocabulary grid that has the following columns and rows:

New Word (In Context)	Prediction (Strategies)	Actual Meaning (In the Context)	Picture (New Sentences)
1.			
2.			
3.			

“Definitions only have meaning if you sit and think about it, talk about it, and act upon it.”

Marcia Brechtel, Project GLAD

Teach Prediction Strategies ~ Make Connections!

Does It Remind You?

- Is it like a word I know in Spanish? How?
- Is it like a word I know in English? How?
- Have I heard it before? When?

Does It Break It Down?

- Does it have a prefix or suffix that tells me something?
- Does the root word tell me something?

Are There Clues?

Is there a clue in the sentence that helps me know if:

- It’s a person place or thing (noun)
- It’s an action (verb)
- It describes a person, place, or thing (adjective)
- It describes an action (adverb)

Is there any other clue that helps me figure it out?

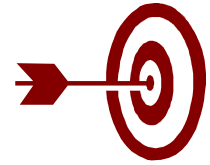
Does It Remind You?	Does It Break Down?	Are There Clues?
<i>connect</i>	<i>analyze</i>	<i>detect</i>
<i>It reminds me of _____ and that tells me _____</i>	<i>A part of it is _____ and that tells me _____</i>	<i>The clue “_____” tells me _____</i>

Cognitive Content Dictionary

5th Grade Theme 5

Word (In Context)	Prediction (Clue: What made you think of that?)	Final Meaning (Prove it! Sketch it!)	Use it in a sentence
1. Immigrants			
2. Prairie			
3. Fertile			
4. Homestead			
5. Sod			
6. Dictator			
7. Claim			
8. Migrate			
9. Manifest Destiny			

Name _____ Date _____ Due Date _____



HM Theme: One Land, Many Trails:

The trails to and across the United States have seen many travelers

CA Social Studies Standard 5.8

HSS 5.8: Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid 1800’s, with emphasis on the role of economic incentive, effects of the physical and political geography, and transportation systems.

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