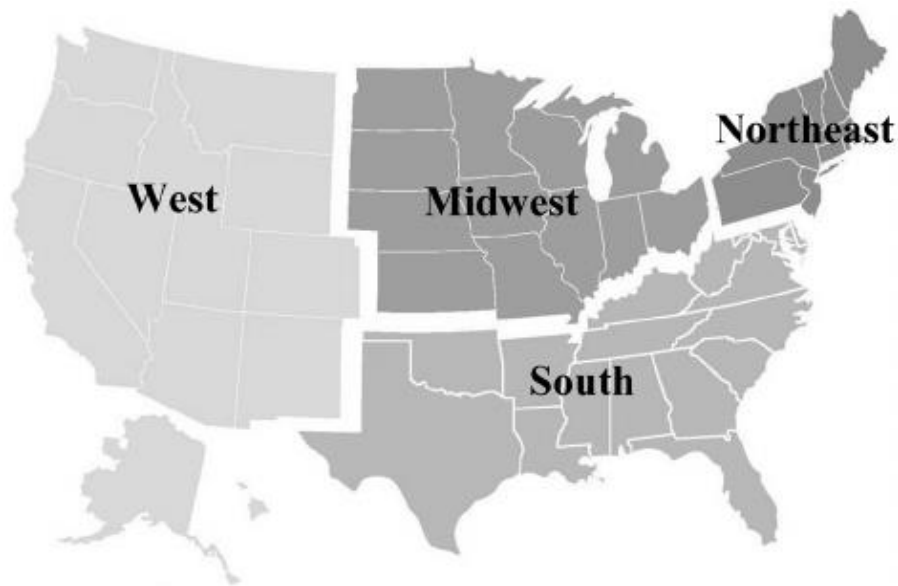


Fall 2016 Capstone Project
A Unit Exploring the Regions of the United States:
Northeast Region
3rd Grade
By:



University of Northern Colorado
Mentor Teacher:
UNC Supervisor:
October 24, 2016 – November 9, 2016
Rice Elementary School, Poudre School District

Table of Contents

Title Page.....	Pg. 1
Table of Contents.....	Pg. 2
Rationale Statement.....	Pg. 3-14
Section 1: Introduction.....	Pg. 3
Section 2: Setting.....	Pg. 4-6
Section 3: Meeting the Standards.....	Pg. 7-10
Section 4: Assessment.....	Pg. 11-15
Unit Goal.....	Pg. 16
Lesson Plans.....	Pg. 17-62
Lesson 1: Introduction and Vocabulary – “A Train Tour of the Northeast”	Pg. 17-27
Lesson 2: West Quoddy Head, Mt. Washington, and Mayflower in Plymouth.....	Pg. 28-31
Lesson 3: Tour Site 3: Plymouth, Massachusetts.....	Pg. 32-38
Lesson 4: Old State House in Boston, Erie Canal, Skyscrapers, Hershey.....	Pg. 39-44
Lesson 5: Tour Site 7: Chocolate Factory, Hershey, Pennsylvania.....	Pg. 45-49
Lesson 6: Independence Hall and The Capital Building.....	Pg. 50-53
Lesson 7: Tour Site 9: Capital Building in Washington, D.C.....	Pg. 54-57
Lesson 8: Lesson Plan 8: Three Big Questions.....	Pg. 58-62
Extensions, Modifications, and Adaptations.....	Pg. 63
Instructing Students and Supporting Learning	Pg. 64-65
Resources Used.....	Pg. 66
Evaluative Essay	Pg. 67-88
Reflective Essay	Pg. 89-91

Rationale 1: Introduction

Exploring the five regions of the United States is an important concept for students to understand for a variety of reasons. While this specific unit focuses on explicit standards of social studies, students will also be able to apply other skills acquired from different academic subjects, specifically literacy and mathematics, as they learn about the Northeast region. Developing an understanding of the area we live in and its apparent characteristics, or the region, will help students feel more knowledgeable about the country they reside in. They will realize that places are organized specifically by the attributes they have in common. Through exploration, students will examine information about the economy, geography, government, history, and people of the Northeast region. By studying these different aspects of the Northeast region, students will gain an appreciation for the different privileges they have been given today. Students will interact with information by identifying the advantages and disadvantages of democracy, mass production, and laws. While learning new information during this unit, students who have traveled previously will be able to bring forth background knowledge and make a connection throughout the lessons, making the information more meaningful. Students will be exploring, learning, and connecting to the information through many different modalities such as listening, discussing, acting, and participating in art projects. Information gathered will be organized on a foldable that is designed to be directly related to the Northeast region. Students will also add information, collected from studying this region, to a pillow case where information from all five regions of the United States will be creatively recorded throughout the school year. This unit works to help develop the learner through the lens of an economist, geographer, politician, and historian. Students will gain gratitude, practice their communication skills, and strengthen their team building abilities. This will help them to reach ultimate success as they continue to study the world around them.

Rationale 2: Setting

This unit will be taught in Wellington, Colorado within the Poudre School District at Rice Elementary in XXXX's third grade classroom.

Wellington is a small rural town in Larimer County and is I-25's northernmost Colorado town, signifying its name of "Colorado's Northern Gateway". Wellington was founded in 1902 and has had a slow population growth since then. In 2013, Wellington had a population of 6,725 people (95% urban, 5% rural).

There are three schools in Wellington: Rice Elementary, Eyestone Elementary, and Wellington Middle School. The population is mostly Caucasian, specifically 90.41%, with a small number of Hispanic and multiracial residents. The estimated median household income in 2013 was \$73, 149, which is significantly higher than Colorado's estimated median household income of \$58,823. The average income for a household in 2013 was \$210,838. About 5.1% of families and 7.3% of the population were below the poverty line. The number one occupation in this town includes management occupations followed by production occupations and sales. This special community was recently accepted into the Main Street program which signifies Wellington's commitment to downtown revitalization and historic preservation. Neighborhoods include new development of parks and housing that promote community and positive growth considering town progression.

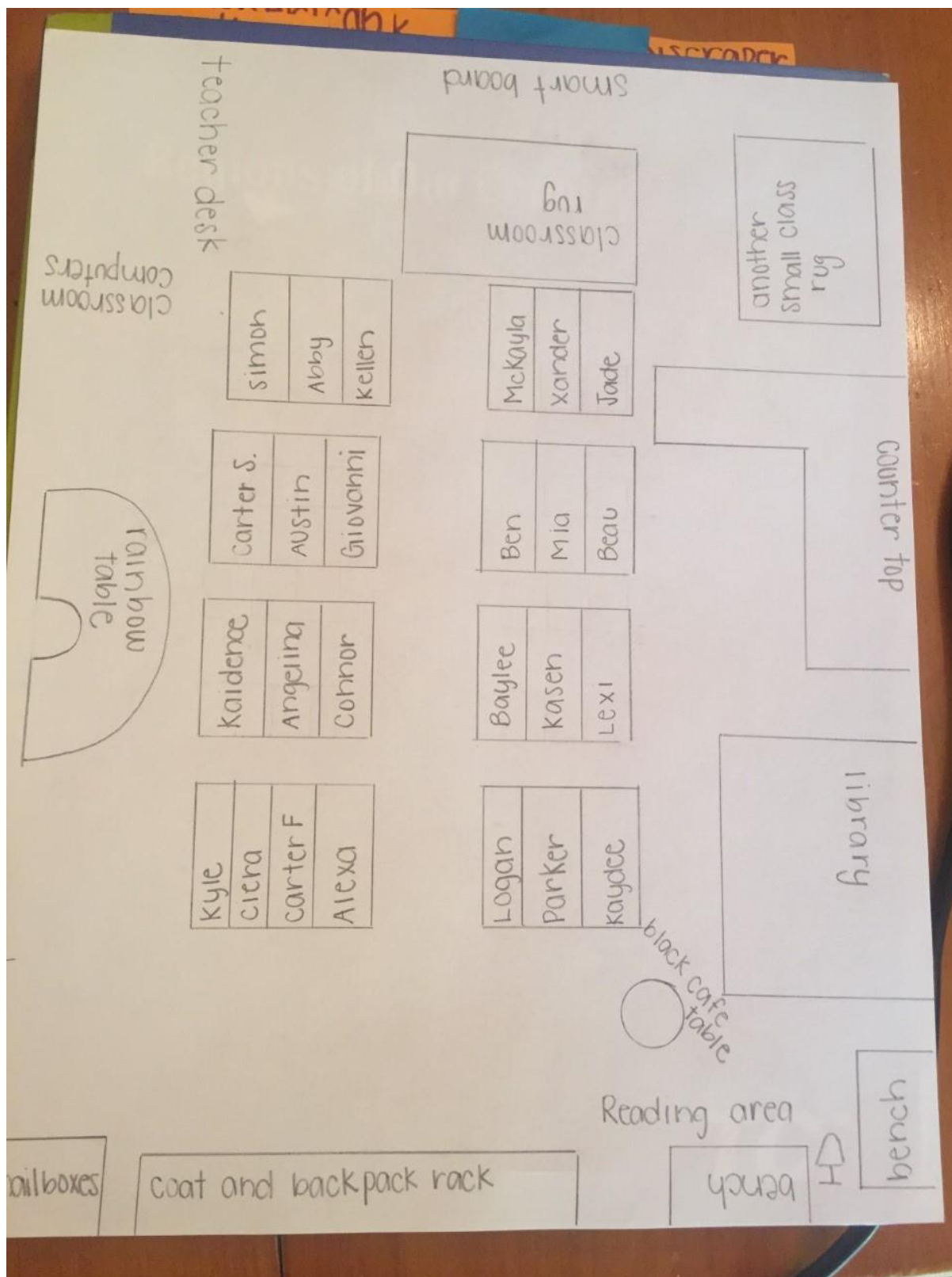
Poudre School District is the 9th largest school district in Colorado covering 1,856 square miles in northern Colorado, including Fort Collins, Laporte, Timnath, Wellington, Red Feather, Livermore, Stove Prairie, and parts of Windsor. This district serves approximately 28,000 students and includes over 50 schools. Major student demographics include 74% White, and 17% Hispanic. There are 31 elementary schools, 10 middle schools, 4 comprehensive high schools, 6 option (100% choice) schools, 3 alternative high schools, 4 charter schools, and 1 online school. This school district provides a wide spectrum of educational programs to fit any child's needs. Programs include International Baccalaureate, Core Knowledge, Bilingual/Dual Language Immersion, Hybrid/Online, Expeditionary Learning, Science, Technology, Engineering and Math (STEM) along with extra-curriculars and athletics. Poudre School district has two LEED certified school buildings, over 30 Energy Star awards, and supports operational sustainability in all areas of work.

Rice Elementary School opened in the fall of 2007. The school is named after Edgar Rice, Junior and has scored perfect in the past two years earning an Energy Star award. Karen Koehn is the principal at Rice Elementary where SOAR behavior is promoted every day. SOAR stands for Self-control, Optimism, Appreciation, and Respect. The learning culture involves academic challenges, projects, active engagement, and relevant subject matter differentiated in order to be met at any student's abilities. Teachers and staff encourage high expectations in both student academic and behavior; guided by the motto, "An Extraordinary Education for Every Child... Every Day" Rice promotes a learning community molded by the MTSS framework. Student demographics include 83.3% White, 12.6% Hispanic or Latino, and a very small percentage of Black and other races. Rice Elementary made an educational initiative brought by

the National Center for Fathering called WATCH D.O.G.S. D.O.G.S. stands for Dads of Great Students. Fathers, brothers, uncles, and grandfathers are responsible for providing students with positive male role models while also offering extra security against bullying. Teachers at Rice Elementary have embraced the PSD standards-based literacy and mathematics common core curriculum with the addition of the Core Knowledge social studies and science. Instruction is concentrated around inquiry questions and applying critical thinking skills. Overall, Rice Elementary teaches grades from early childhood to fifth grade. There are four early childhood teachers, and three teachers in kindergarten, first grade, second grade, third grade, fourth grade, and fifth grade. This school also provides unique integration of art, music, physical education, and science in order to guarantee students a well-rounded curriculum. Rice Elementary is a Positive Behavioral and Intervention Support (PBIS) School where exemplary behavior is encouraged and academic success is facilitated by all teachers and staff including five para-professionals and five instructional paras. Rice Elementary also provides a technology class and promotes library practices giving students enriching experiences in order to develop themselves in all areas. Lastly, this school is highly involved in B.A.S.E Camp or Before and After School Enrichment childcare and enrichment programs.

In Ms. XXX's third grade classroom there are twenty-four students. Of the twenty-four there are twelve girls and twelve boys. The students are pre-dominantly Caucasian; there are a few students with different ethnicities. Characteristics of students to consider while planning this unit include one student with ADHD (who is allowed a rocking chair when sitting for long periods of time), two students with a learning disability, and one English language learner. Both students with the learning disabilities have IEPs. Specifics from these IEPs include teacher read directions, small group work, frequent breaks, extended time when completing assignments, three lined paper for writing practices, co-writer, visual desk prompts, and word banks. Due to these individualities, instruction and assessment practices will be modified and differentiated in order to insure student success and learning. There is one ESL student whose English language proficiency level is at an NEP (Not English Proficient) and his WIDA levels are 1 and 2. This student's first language is Spanish. Spanish is spoken in his home causing school to be his only exposure to English. Other characteristics of students to consider are five students that come from nontraditional families and families that both live in Wellington and work in Fort Collins or families that live in Wellington and perform farming and ranching duties. These specifics will determine the interests of individual learners which play an important role while planning for engagement. Technology used in the classroom include a SmartBoard, document camera, and student desktop computers. Technology use and keyboarding skills are integrated into every lesson to ensure student success as they move forward in their academic studies. Overall, the students in this class are grouped among a wide range of writers and readers. Some students are writing and/or reading above grade level, some are at grade level, and some are writing and/or reading below grade level. Student's writing and reading levels are taken seriously when planning instruction, and delivery is scaffolded in order to meet each learners needs.

The classroom was arranged as if students were seated on a train.



Rationale 3: Meeting the Standards

The following is a list of standards and appropriate objectives that will be met within this entire unit. Each unit thoroughly addresses and assesses each standard required by the Colorado State Department of Education.

Lesson 1

- Standards: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

2. Comprehension strategies are necessary when reading informational or persuasive text.
 1. Use craft and structure to:
 - i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

The objective that matches this standard is: Given a word map, students will be able to determine the meaning of all domain-specific vocabulary words using text features.

Lesson 2

- Standards: Social Studies

Standard: 1. History

2. People in the past influenced the development and interaction of different communities and regions
 - c. Give examples of people and events, and developments that brought important changes to a community or region.
 - d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

- Standards: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

1. Successful group activities need the cooperation of everyone
 - b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

- Standards: – Reading, Writing, and Communicating

Standards: 3. Writing and Composition

2. A writing process is used to plan, draft, and write a variety of information texts
 - ii. State main ideas and include sufficient details of facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

The objective that matches this standard is: Given a foldable, students will describe three main people, events, or developments that brought important changes to the Northeast region using adjectives.

Lesson 3

- Standards: Social Studies

Standard: 4. Civics

2. Respecting the views and rights of others is a key component of a democratic society
 - a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner.
2. The origins, structure, and functions of local government
 - c. Identify and explain a variety of roles leaders, citizens, and others play in local government.

The objective that matches this standard is: Given different types of government, students will be able to evaluate the roles leaders, citizens, and others play in the functions of local government using role play.

Lesson 4

- Standards: Social Studies

Standard: 1. History

2. People in the past influenced the development and interaction of different communities and regions
 - c. Give examples of people and events, and developments that brought important changes to a community or region.
 - d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

- Standards: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

2. Successful group activities need the cooperation of everyone
 - b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

- Standards: – Reading, Writing, and Communicating

Standards: 3. Writing and Composition

2. A writing process is used to plan, draft, and write a variety of information texts
 - ii. State main ideas and include sufficient details of facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

The objective that matches this standard is: Given a foldable, students will describe four main people, events, or developments that brought important changes to the Northeast region using adjectives.

Lesson 5

- Standards: Mathematics

Standard: 3. Data Analysis, Statistics, and Probability

1. Visual displays are used to describe data

a. Represent and interpret data

i. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories

ii. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

The objective that matches this standard is: Given a bar graph, students will be able to interpret data by accurately stating how many more or how many less chocolate was needed or exceeded in order to reach set goal.

Lesson 6

- Standards: Social Studies

Standard: 1. History

2. People in the past influenced the development and interaction of different communities and regions

c. Give examples of people and events, and developments that brought important changes to a community or region.

d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

- Standards: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

3. Successful group activities need the cooperation of everyone

b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

- Standards: – Reading, Writing, and Communicating

Standards: 3. Writing and Composition

2. A writing process is used to plan, draft, and write a variety of information texts

ii. State main ideas and include sufficient details of facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

The objective that matches this standard is: Given a foldable, students will describe two main people, events, or developments that brought important changes to the Northeast region using adjectives.

Lesson 7

- Standards:

Standard: 4. Civics

1. Respecting the views and rights of others is a key component of a democratic society

c. Give examples of the relationship between rights and responsibilities

The objective that matches this standard is: Given a Venn diagram, students will be able to explain the importance of and demonstrate the relationship between rights and responsibilities by giving two examples of each.

Lesson 8

- Standards:

Standard: 2. Geography

2. The concept of regions developed through an understanding of similarities and differences in places

b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms

The objective that matches this standard is: Given information on foldable, students will be able to respond to the three main questions regarding cultural diversity, industry, and landforms using three complete sentences for each question.

Rationale 4: Assessment

To measure each student's prior knowledge of the Northeast region of the United States, a blank map, multiple choice questionnaire, and vocabulary matching will be given as a formal pre-assessment. Third grade students will label a blank map of the Northeast region to the best of their knowledge. Students will also answer a multiple choice questionnaire and match definitions to their vocabulary words. Of course students are not expected to know all of the information to be identified on the map or that is asked in the questionnaire. This will help to guide instruction within the unit and inform me of what elements of the Northeast region of the United States need to be explicitly taught. The map, questionnaire, and vocabulary matching will act as the foundation from which this Northeast region unit grows. This unit is organized in the specific manner of covering each element of the Northeast region of the United States that is quizzed in the multiple choice questionnaire and vocabulary matching.

This same map, multiple choice questionnaire, and vocabulary matching will be given as a formal summative assessment. By giving the same map and questionnaire for pre-assessment as my post/summative assessment, allows my students to apply the knowledge that they have acquired throughout the unit. I will also be able to unambiguously conclude if my third graders understanding of the Northeast region of the United States have improved due to my teaching and instruction. Along with the map, questionnaire, and vocabulary matching, teacher will grade student foldables based on a rubric. Categories included in the rubric are, BIG questions, Content, Accuracy, Spelling and Proofreading, Neatness and Organization, and Map. This score represents the ability of each student to take notes from audible and written texts that both describe and summarize historical information.

I will be using formative assessment throughout the unit in many different ways in order to check for student understanding and help with any confusion or misconceptions students might gain throughout the lessons. Students will be observed as they work collaboratively in pairs or groups and are engaged in discussion. Students will also be able to demonstrate comprehension by providing answers, verbally or written, when asked inquiry type questions either as a class or individual. At the end of each lesson, students' knowledge will be assessed and measured through use of lesson specific strategies. In lesson number one, I will formally check for understanding by collecting and grading student word map packets in order to assess for student comprehension of textual features and academic vocabulary. In lesson number two, I will collect student's Northeast foldables and review the level of interpretation made of each place provided by the student. I will be looking for; did each study describe Maine, New Hampshire, and Massachusetts using three different adjectives? Was each student able to use these adjectives to describe the people, events, and developments that brought change to the region? In my third lesson, I will check for understanding by reading and evaluating student responses to questions answered on student handout 4B, based on their ability to listen to the Social Studies Alive reading and understanding of democracy, students will be able to choose how to govern the colony as a pilgrim and provide arguing support for their choices. Students will also be able to provide information when answering what types of government did the Mayflower Compact set up, and did everyone have a say in governing Plymouth Colony? If

students are able to answer these questions correctly, they have developed a sense of civics. In my fourth lesson, I will collect student's Northeast foldables and review the level of interpretation made of each place provided by the student. I will be looking for; did each student describe The Old State House in Boston, The Erie Canal and the Skyscrapers in New York, and The Chocolate Factory in Hershey Pennsylvania, using three different adjectives? Was each student able to use these adjectives to describe the people, events, and developments that brought change to the region? In lesson number five, student understanding of mathematics will be formatively assessed as they put themselves in the shoes of the workers in the Hershey's factory in 1902. Students will set a goal of how many "chocolate kisses" they think they will be able to wrap in only three minutes. Each groups results will be recorded on one big bar graph. Students will need to compare their goal with their actual amount of "chocolate" and interpret this information in a "how many more" or "how many less" format. Their work will be collected and reviewed by teacher. In lesson number six, I will collect student's Northeast foldables and review the level of interpretation made of each place provided by the student. I will be looking for, did each student describe Independence Hall in Philadelphia, Pennsylvania and The Capital Building in Washington, D.C. using three different adjectives? Was each student able to use these adjectives to describe the people, events, and developments that brought change to the region? In my seventh lesson I will check for student understanding of the importance of having rights (or laws) and abiding by the relating responsibility of those rights (or laws) by creating a Venn diagram where details will be filled in by student participation. Students will write two examples of a right and responsibility that they are able to relate to. Sticky notes will have each student's names on the back, allowing for precise measure of specific students who understand the standard. In my last lesson of this unit I will see that students have developed an in-depth awareness of the Northeast region by reading their responses of the three main questions of the unit. These questions involve the cultural diversity that followed the arrival of the pilgrims, the development of industry that were powered by both man and water, and landforms and major cities. Student responses will be recorded on the back of their foldable in two complete sentences and a list. Complete sentences will include capital letters at the beginning of sentences and of proper nouns, and punctuation at the end of the sentence.

Pre/Post Assessment (extra credit)

- Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.



Chapter 4 Assessment

Big Ideas (worth 8 points):

Fill in the circle next to the best answer

1. The Northeast today includes
 - ☐ swamps and deserts.
 - ☐ mountain peaks and coastal harbors.
 - ☐ mile-thick glaciers and icebergs.
 - ☐ rainforests and palm trees.
2. In a democracy, leaders are chosen by
 - ☐ a king or queen.
 - ☐ the people.
 - ☐ a few wise men.
 - ☐ rich people.
3. Which gave our nation its freedom?
 - ☐ the American Revolution
 - ☐ the Mayflower Compact
 - ☐ the freedom Trail
 - ☐ immigrants coming to New York
4. On the Erie Canal, boats can travel from Lake Erie all the way to
 - ☐ Hershey, Pennsylvania.
 - ☐ Boston, Massachusetts.
 - ☐ Washington, D.C.
 - ☐ New York City.
5. Which phrase best describes New York City?
 - ☐ our nation's capital
 - ☐ a town built on chocolate
 - ☐ the birthplace of our nation
 - ☐ a city of skyscrapers
6. Mass production is a way of
 - ☐ using waterpower to run machines.
 - ☐ shipping goods cheaply.
 - ☐ making large quantities of the same product.
 - ☐ packing more people into less space in cities.
7. Your right to say what you think is protected under the
 - ☐ Mayflower Compact.
 - ☐ Declaration of Independence.
 - ☐ Constitution.
 - ☐ Plymouth Charter.

8. This branch of government makes laws:

- the Congress
- the President
- the Supreme Court
- the Capitol

Connect the vocabulary words to their definitions (worth 8 points):

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The war in which the American colonies won independence from Great Britain.
canal	The top of a mountain.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	The document that declared the United States to be free from Great Britain.
Declaration of Independence	A very tall building.
United States Constitution	A way of making large quantities of products.

Unit Goal

The end target for this third grade class is that they will understand and be able to apply different strategies that help or extend their understanding of the world they live in. Specifically, students will be able to identify factors that define a region and describe its physical characteristics. Characteristics may include but are not limited to cultural and human features of a region that are described using features such as physical, political, cultural, urban or rural. Students will explicitly study the Northeast region in this unit by identifying the unique attributes that were developed in these states. Using features from their social studies textbooks, students will study academic vocabulary specific to the northeast region such as skyscraper and mass production. As students travel from place to place in the Northeast region, they will be testing their listening skills as they determine the main ideas from the read aloud text and record appropriate facts about each place in their foldables with adequate details. Third graders will study government as they practice living in a democratic society by demonstrating respect for others views and opinions. As we head into the Hershey factory, students will compare their goals and their actual amount of wrapped chocolate as it is displayed on a bar graph. Comparisons will be made after posing the question of “how many more” or “how many less did you wrap than your goal?” This will allow students to compare quantitative data. At the last stop, students will build an understanding of the relationship between their rights and their responsibilities, where students will then compare qualitative data. To conclude, students will leave the Northeast after having answered three main questions of (1) Why do we call the Northeast the “birthplace of our nation”? (2) Why did our nation’s first factories start here? (3) What large cities are found in the Northeast? Being able to answer these questions will validate student understanding of the different factors that make a region as they compare to other places in the world we live in.

Lesson Plan 1: Introduction and Vocabulary – “A Train Tour of the Northeast”

- Big Idea: Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- Objectives: Given a word map, students will be able to determine the meaning of all domain-specific vocabulary words using text features.

Learning Target: I determine the meaning of vocabulary words by using text features.

- Standards: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

2. Comprehension strategies are necessary when reading informational or persuasive text.

2. Use craft and structure to:

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Materials

- You Tube video: Northeast capitals and states
 - <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>
- Word Map packet – 25 packets
- **Social Studies Alive! Regions of Our Country** social studies text book

- Procedure

- Pre-Assessment: Students completed a vocabulary matching, the day before. Results were recorded and instruction was differentiated accordingly.
- Engage:
 - Teacher will welcome students to their first day of social studies! Today is the beginning of the first region of the United States that will be studied, the Northeast.
 - Play video from YouTube that sings about the capitals and states of the Northeast region.
 - <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>
- Explore:
 - Each group of students will be assigned a vocabulary word that will be used during this unit.
 - Group 1: American Revolution

- Group 2: Canal and Lock
- Group 3: Skyscraper
- Group 4: mass production
- Group 5: Declaration of Independence
- Group 6: United States Constitution
- Teacher will have a textbook for each group already opened to the page where the vocabulary word is defined and used within the context.
 - American Revolution on page 55
 - Canal and lock on page 56
 - Skyscraper is on page 57
 - Mass production is on page 58
 - Declaration of Independence is on page 59
 - United States constitution is on page 59
- With the word or phrase, each group is to complete a word map. This includes writing the context sentence, the definition from the textbook, their own definition, and drawing a picture.
 - Each word should be defined on its own word map.
- Teacher walks around and monitors student success. If students seem lost, ask them to look for bold print, search for colored boxes on the side of the page, and analyze any pictures.

This monitoring for student understanding will act as an informal pre-assessment. Teacher will be able to measure student ability to determine the meaning of vocabulary words using features from the text in order to locate specific information by taking note of those students who have it and those who do not. Students are to search for the bold domain-specific words and phrases in a text, the colored boxes on the side of the page, and images.

- Explain:
 - Bring the class back together and model how the word map should look using the vocabulary word, peak.
 - Model how to use features from the text in order to define the word such as looking for bold text, reading boxes on the side of page, and analyzing images and maps.
 - Context sentence: At 6,288 feet tall, Mount Washington is the highest peak in the Northeast.
 - Definition from the textbook: the top of a mountain
 - Own definition: the point of a mountain top
 - Give students time to go back and review their own word maps. Student are able to make any changes in order to assure success while teaching their peers.
- Elaborate:
 - Teacher will now number students in each group 1-4.

- Now that they have defined their own vocabulary word(s), they will get the chance to teach others about their word(s) and learn the other vocabulary words that they will need to know and study throughout this unit.
 - Groups will meet at different areas of the room with a pencil, clipboard, social studies textbook and word map packet.
 - Group 1 will meet on classroom rug
 - Group 2 will meet in read-to-self area on the benches and black table
 - Group 3 will meet at the rainbow table
 - Group 4 will meet on student desks in the middle of the room
- Assessment (Evaluate):
 - Collect word map packets.
 - These packets will act as my formal formative assessment that will measure the level of understanding in regards to text features and vocabulary. These packets will be graded and handed back to students allowing them to be used as a resource throughout the unit.
 - Reread the target.
 - I determine the meaning of vocabulary words by using text features.
 - Have students tell their elbow partner how they met their target for today's social studies lesson.
- Accommodations
 - Ell Student Accommodations – This student's word maps will be created in a cloze test format where he will be asked to supply words that have been removed in the definition and context sentence of these vocabulary words. This will measure his ability to comprehend the text. He will not be required to write his own definition. He will be required to draw a picture. Some directions have been translated in student's first language.
 - IEP Student Accommodations – any written directions will be read to the students. These students will be shadowed by a para during this lesson.
- Resources:
 - Word map copied from – **Social Studies Alive!** Solutions for Effective Instruction. Page 81.

Word Map

Word: _____

Context Sentence: 	Picture:
Definition from textbook: 	My Definition:

Word Map

Word: **American Revolution** /número de página - 55

<p>Context Sentence:</p> <p>This was the _____</p> <p>_____</p> <p>of a long _____</p> <p>called the American _____.</p>	<p>Picture (dibuja una imagen)</p> <p>:</p>
<p>Definition from textbook:</p> <p>The _____ in</p> <p>which the American</p> <p>_____ won</p> <p>independence from Great</p> <p>_____.</p>	<p>My Definition:</p>

Word Map

Word: **canal** / número de página - 56

<p>Context Sentence:</p> <p>You are _____</p> <p>at the _____</p> <p>that inspired the</p> <p>_____.</p>	<p>Picture (dibuja una imagen):</p>
<p>Definition from textbook:</p> <p>A ditch _____</p> <p>Across land that often</p> <p>_____</p> <p>two _____.</p>	<p>My Definition:</p>

Word Map

Word: **lock** /número de página - 56

<p>Context Sentence:</p> <p>Along the way, they</p> <p>_____ 83</p> <p>_____ to help</p> <p>carry boats over the</p> <p>_____.</p>	<p>Picture (dibuja una imagen):</p>
<p>Definition from textbook:</p> <p>A _____</p> <p>elevator used to</p> <p>_____ and</p> <p>_____</p> <p>boats.</p>	<p>My Definition:</p>

Word Map

Word: **skyscraper**/número de página - 57

<p>Context Sentence:</p> <p>A hundred years ago, New</p> <p>_____ began</p> <p>_____</p> <p>skyscrapers.</p>	<p>Picture (dibuja una imagen):</p>
<p>Definition from textbook:</p> <p>A very tall</p> <p>_____.</p>	<p>My Definition:</p>

Word Map

Word: **mass production**/número de página – 58

<p>Context Sentence:</p> <p>He used a</p> <p>_____</p> <p>called mass</p> <p>_____.</p>	<p>Picture (dibuja una imagen):</p>
<p>Definition from textbook:</p> <p>A way of making</p> <p>_____</p> <p>quantities of</p> <p>_____.</p>	<p>My Definition:</p>

Word Map

Word: **Declaration of Independence**/número de página - 59

<p>Context Sentence:</p> <p>Leaders from the _____</p> <p>colonies met in</p> <p>Independence _____</p> <p>to approve the</p> <p>_____</p> <p>of Independence.</p>	<p>Picture (dibuja una imagen):</p>
<p>Definition from textbook:</p> <p>The _____</p> <p>that declared the United</p> <p>_____ to</p> <p>be free from Great</p> <p>_____.</p>	<p>My Definition:</p>

Word Map

Word: **United States Constitution** / número de página - 59

<p>Context Sentence:</p> <p>The United</p> <p>_____</p> <p>Constitution is based on</p> <p>the _____ of</p> <p>_____.</p>	<p>Picture (dibuja una imagen):</p>
<p>Definition from textbook:</p> <p>The plan of</p> <p>_____</p> <p>for the _____</p> <p>States.</p>	<p>My Definition:</p>

Lesson Plan 2: West Quoddy Head, Mt. Washington, and Mayflower in Plymouth

- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given a foldable, students will describe three main people, events, or developments that brought important changes to the Northeast region using adjectives.

Learning Target: I describe three main people, events, or developments that brought change to the Northeast region by using adjectives.

- **Standards:** Social Studies

Standard: 1. History

2. People in the past influenced the development and interaction of different communities and regions

c. Give examples of people and events, and developments that brought important changes to a community or region.

d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

- **Standards:** Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

4. Successful group activities need the cooperation of everyone

b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

- **Standards:** – Reading, Writing, and Communicating

Standards: 3. Writing and Composition

2.A writing process is used to plan, draft, and write a variety of information texts

ii. State main ideas and include sufficient details of facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

- **Materials**

- You Tube video: Northeast capitals and states

- <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>

- Conductor hat (names on the back/simile on the strap)

- Student foldables (25)

- Teacher “model” foldable

- Northeast Train Foldable Note-taker

- Social Studies Alive! Regions of Our Country presentation

- <https://subscriptions.teachtc.com/teacher/programs/2>




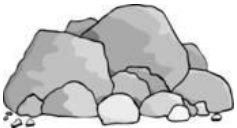
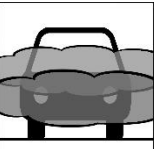


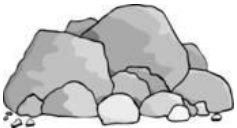
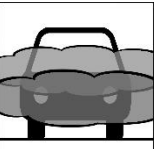


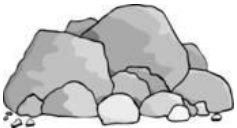
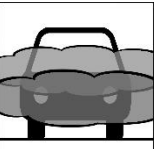


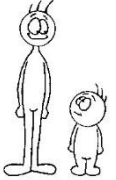



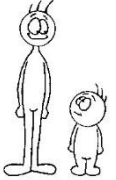



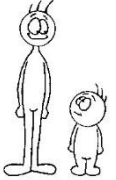




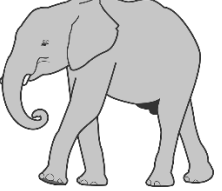



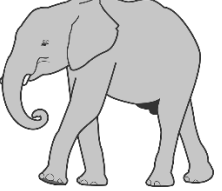



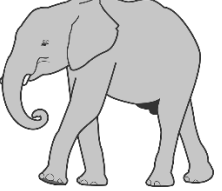


- **Vocabulary**

- Peak – the top of a mountain

- Procedure
 - Pre-Assessment- Taken the week before.
 - Question from test that will be explicitly taught in this lesson is:
 - The northeast today includes mountain peaks and coastal harbors.
 - Engage –
 - Play video from YouTube that sings about the capitals and states of the Northeast region.
 - <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>
 - Students take their seats. Seats have been rearranged in rows of three as if they were seated on a train. Students will know where their seats are located by finding their conductor hat which has their name on the back.
 - They will be taking a tour of the Northeast region by train. Students will listen to their tour guide Ms. Mariner as she reads the description of the first three stops.
 - On the tour, students will see and learn about nine sites. At three of the sites, they will get off the train and work with their group to gather information.
 - Explore – Students will listen to the tour guide. Turn to Section 1, Introduction, in the Student Text and follow along.
 - “Our tour will take you to many different places. Each one has a story to tell about the Northeast and its people.”
 - “As we visit these places, I want you to look for answers to three questions. First, why do we call the Northeast the “birthplace of our nation”? Next, why did our nation’s first factories start here? And finally, what large cities are found in the Northeast? You’ll hear and see clues to the answers to these questions as we travel along.”
 - “Watch your step as you climb aboard. Our first stop will be in the beautiful state of Maine.”
 - Explain – This social studies curriculum will bounce back and forth between the “explaining” part of the lesson and the “elaborating” part of the lesson. First, Ms. Mariner will explain about a stop, then she will allow time for students to elaborate and take the new information further by drawing on their map where the stop is located and writing three key facts and three adjectives describing that place. Then she will explain about the next stop and so on.
 - Students turn to Section 2, The Northeast Coast, in the Student Text and follow along as we listen to the tour guide.
 - Students turn to Section 3, The Mountains of the Northeast, in the Student Text and follow along as we listen to the tour guide.
 - Students turn to Section 4, Democracy Takes Root at Plymouth, in the Student Text and follow along as we listen to the tour guide.

- Elaborate –
 - First stop, West Quoddy Head in the eastern corner of Maine.
 - On map, teacher model how to draw a symbol or an image at the site just visited
 - On foldable, teacher model how to write three key facts and three adjectives
 - Second stop, Mount Washington in New Hampshire
 - On map, as a class together draw a symbol or an image at the site just visited
 - On foldable, as a class together write three key facts and three adjectives
 - Third stop, Plymouth, Massachusetts
 - On map, students draw a symbol or an image at the site just visited
 - On foldable, students write three key facts and three adjectives
- Assessment (Evaluate) – Ask students to leave their foldables on their desks as they get ready for their next subject. Use the foldable rubric to evaluate student progress.
 - Does the student have 3 adjectives and 3 facts for each stop?
 - Are the adjectives and facts accurate?
 - Are there any spelling errors?
 - Are three stops labeled correctly on the map?
 - Reread the target.
 - Students tell their elbow partner how they met their target for today's social studies lesson.
- Accommodations:
 - Ell Student Accommodations – This student will be provided with a word bank and image of four adjectives for each stopping place. He will need to choose three adjectives in order to appropriately describe the people, events, or developments made in the past and present at each stopping place.
 - Teacher selected seating groups
 - Students on IEPs – The text from their textbook is read aloud on the Social Studies Alive presentation.
 - I do, we do, you do scaffolded instruction regarding foldable expectations
- Resources:
 - Social Studies Alive! Regions of our country presentation
 - https://subscriptions.teachtc.com/shared/programs/2/lessons/854/slide_shows/744
 - Pinterest – conductor hat template

Giovanni adjective word bank

<i>Place</i>	<i>Pick three (3) to write in flip book</i>				
<p>West Quoddy Head Lighthouse, Maine</p> 	<table border="1"> <tr> <td data-bbox="899 348 1198 583"> <p>- Peaceful</p>  </td><td data-bbox="1198 348 1497 583"> <p>- Helpful</p>  </td></tr> <tr> <td data-bbox="899 583 1198 800"> <p>- Rocky</p>  </td><td data-bbox="1198 583 1497 800"> <p>- Foggy</p>  </td></tr> </table>	<p>- Peaceful</p> 	<p>- Helpful</p> 	<p>- Rocky</p> 	<p>- Foggy</p> 
<p>- Peaceful</p> 	<p>- Helpful</p> 				
<p>- Rocky</p> 	<p>- Foggy</p> 				
<p>Mount Washington, New Hampshire</p> 	<table border="1"> <tr> <td data-bbox="899 837 1230 1077"> <p>- Windy</p>  </td><td data-bbox="1230 837 1513 1077"> <p>- Tall</p>  </td></tr> <tr> <td data-bbox="899 1077 1230 1318"> <p>- Snowy</p>  </td><td data-bbox="1230 1077 1513 1318"> <p>- Cold</p>  </td></tr> </table>	<p>- Windy</p> 	<p>- Tall</p> 	<p>- Snowy</p> 	<p>- Cold</p> 
<p>- Windy</p> 	<p>- Tall</p> 				
<p>- Snowy</p> 	<p>- Cold</p> 				
<p>Mayflower, Plymouth Massachusetts</p> 	<table border="1"> <tr> <td data-bbox="899 1356 1205 1596"> <p>- Old</p>  </td><td data-bbox="1205 1356 1513 1596"> <p>- Big</p>  </td></tr> <tr> <td data-bbox="899 1596 1205 1810"> <p>- Freedom</p>  </td><td data-bbox="1205 1596 1513 1810"> <p>- Pilgrims</p>  </td></tr> </table>	<p>- Old</p> 	<p>- Big</p> 	<p>- Freedom</p> 	<p>- Pilgrims</p> 
<p>- Old</p> 	<p>- Big</p> 				
<p>- Freedom</p> 	<p>- Pilgrims</p> 				

Lesson Plan 3: Tour Site 3: Plymouth, Massachusetts

- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given different types of government, students will be able to evaluate the roles leaders, citizens, and others play in the functions of local government using discussion.

Learning Target: I evaluate the different types of government by a respectful discussion.

- **Standards:** Social Studies

Standard: 4. Civics

1. Respecting the views and rights of others is a key component of a democratic society
 - a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner.
2. The origins, structure, and functions of local government
 - c. Identify and explain a variety of roles leaders, citizens, and others play in local government.

- **Materials**

- Schoolhouse Rock – No More Kings
 - <https://www.youtube.com/watch?v=cAZ8QJgFHOg&list=PLqegGHcpS37v8RBMWUUY0mWvzy04GHYyc>
- Social Studies Alive! Regions of our country – “Lesson Masters”
 - Information Master 4A Tour Site 3: Plymouth Massachusetts (25)
 - Student Handout 4B Tour Site 3: Plymouth Massachusetts (25)
- Four posters for role play:
 - 1. One Ruler
 - 2. Rule by Five Smart People
 - 3. Rule by Adult Males Only
 - 4. Rule by People Over Age 10
- Social Studies Alive! Regions of Our Country presentation (slide 35)
https://subscriptions.teachtci.com/shared/programs/2/lessons/854/slide_shows/744

- **Procedure 10:00 – 10:55**

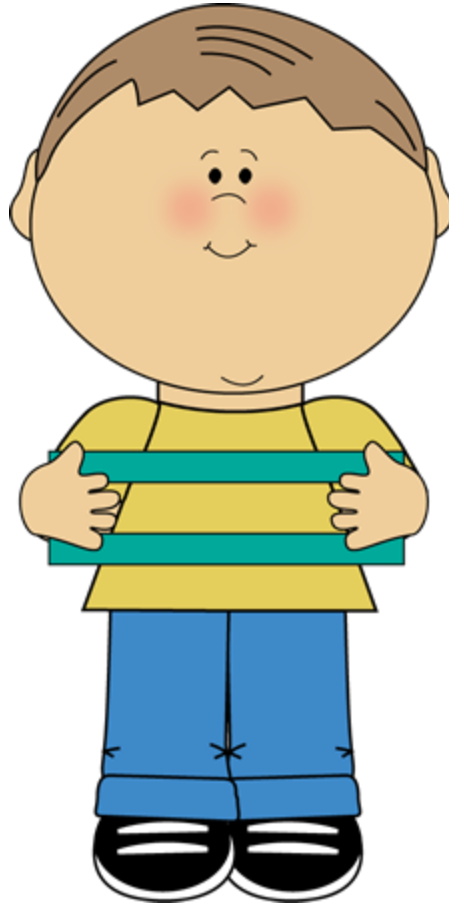
- **10: 00 Pre-Assessment** – (review) vocabulary learned from previous lesson
 - Teacher will begin by describing the word peak – the top of a mountain
- **10:05 Engage** –
 - Schoolhouse Rock – No More Kings

- <https://www.youtube.com/watch?v=cAZ8QJgFHOg&list=PLqegGHcpS37v8RBMWUy0mWvzy04GHYyc>
- **10:07 Explore-** In groups, students will read the *Information Master A*.
 - “Suppose that it is 1620. You are on the *Mayflower* with the Pilgrims. Soon you will set foot in Plymouth. But first, you all must decide how to govern the colony. In your groups, discuss the four options below.”
 - How should Plymouth be governed?
 - Option A: Choose the person who is wisest and nicest to be king of the colony.
 - Option B: Select five people who are very smart and fair to rule the colony.
 - Option C: Give every adult male a say in running the colony.
 - Option D: Give every person over age 10 a say in running the colony.
- **10:13 Explain**
 - Look at *Student Handout 4B: Tour Site 3: Plymouth, Massachusetts*. Students will mark their groups’ choice. Then record two reasons for this choice.
 - Reasons must be written in complete sentences.
 - Students will find another group and ask them what choice they made. If their choice was different from theirs, they will respectfully try and persuade them in a different direction.
- **10:25 Elaborate**
 - Role Play: Pick volunteers to act out the different types of government they explored.
 - Scenario: A government organizes people and makes laws or rules to protect property and rights. Decide who has the decision making power.
 - “Imagine you show up to school and there are no teachers. There are 25 students in this room with no decision maker or ruler enforcer. Who gets that power?”
 - Venn diagram: What are the advantages and disadvantages of each type of governed strategy?
 - One person ruling – Would you have a successful day if one student had all of the power?
 - Five people ruling – What about if one group had all the decision making power? Would the class be more or less successful in their studies?
 - Adult males – What if only the boys were given the power? Could that be an advantage or disadvantage?
 - Every person over age 10 – What if everyone in the room was able to voice their opinions about how the day should be ran? If you had to organize your math

work, how successful would the class be if everyone was able to voice their opinion?

- **10: 40** Assessment (Evaluate)
 - Teacher will play the recording from the teachtci website as students listen to find out what the colonists decided. Then discuss the two questions below. Students will record their answers on their Student Handout.
 - What type of government did the Mayflower Compact set up?
 - Did everyone have a say in governing Plymouth Colony?
 - Teacher will ask the following two questions as an extension:
 - Why do people create governments?
 - What would a community be like if individuals from various groups did not respect each other's views?
 - Student handout will be collected and reviewed as a formal formative assessment. This handout will demonstrate the understanding of the importance of government.
 - Reread the target.
 - Students tell their elbow partner how they met their target for today's social studies lesson.
- Accommodations
 - Ell Student Accommodations – This student will be assigned a buddy to help with group discussions.
 - Teacher selected seating groups
 - Students on IEPs – Ms. XXX will read directions to these students.
- Resources
 - Social Studies Alive!
 - “Schoolhouse rock – No more Kings” YouTube video

Option A



Choose the student who is wisest and nicest to be in charge.

Option B



Select five students who are very smart and fair to be in charge.

Option C



Give every boy student a say in running the class.

Option D



Give every student over age 10 a say in running the class.

Lesson Plan 4: Old State House in Boston, Erie Canal, Skyscrapers, Hershey

- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given a foldable, students will describe four main people, events, or developments that brought important changes to the Northeast region using adjectives.

Learning Target: I describe four main people, events, or developments that brought change to the Northeast region by using adjectives.

- **Standards:** Social Studies

Standard: 1. History

2. People in the past influenced the development and interaction of different communities and regions

c. Give examples of people and events, and developments that brought important changes to a community or region.

d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

- **Standards:** Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

5. Successful group activities need the cooperation of everyone

b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

- **Standards:** – Reading, Writing, and Communicating

Standards: 3. Writing and Composition

2.A writing process is used to plan, draft, and write a variety of information texts

ii. State main ideas and include sufficient details of facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

- **Materials:**

- You Tube video: Northeast capitals and states

- <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>

- Conductor hat (names on the back/simile on the strap)

- Student foldables (25)

- Teacher “model” foldable

- Northeast Train Foldable Note-taker

- Social Studies Alive! Regions of Our Country presentation

- https://subscriptions.teachtc.com/shared/programs/2/lessons/854/slide_shows/744

- **Vocabulary:**

- American Revolution – the war in which the American colonies won independence from Great Britain.
- Canal – a ditch dug across land that often connects two waterways.
- Lock – a water elevator used to raise and lower boats.
- Skyscraper – a very tall building
- Mass production – a way of making large quantities of products
- Procedure
 - Pre-Assessment – Taken the week before.
 - Questions from test that will be explicitly taught in this lesson are:
 - In a democracy, leaders are chosen by the people.
 - Which gave our nation its freedom? The American Revolution.
 - On the Erie Canal, boats can travel from Lake Erie all the way to New York City.
 - Which phrase best describes New York City? A city of skyscrapers.
 - Mass production is a way of making large quantities of the same product.
 - Engage – Play video from YouTube that sings about the capitals and states of the Northeast region.
 - <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>
 - Students take their seats. They will be taking a tour of the Northeast region by train. Students will listen to their tour guide Ms. Mariner as she reads the description of the next four stops.
 - On the tour, students will see and learn about nine sites. At four of the sites, they will get off the train and work with their group to gather information.
 - Students put on their conductor hats and get ready for board the train.
 - Explore – Students will listen to the tour guide. Turn to Section 5, Boston Leads the Fight for Freedom, in the Student Text and follow along.
 - “Our tour will take you to many different places. Each one has a story to tell about the Northeast and its people.”
 - “As we visit these places, I want you to look for answers to three questions. First, why do we call the Northeast the “birthplace of our nation”? Next, why did our nation’s first factories start here? And finally, what large cities are found in the Northeast? You’ll hear and see clues to the answers to these questions as we travel along.”
 - “Watch your step as you climb aboard. Our fourth stop will be in The Old State House in Boston.”
 - Explain – This social studies curriculum will bounce back and forth between the “explaining” part of the lesson and the “elaborating” part of the lesson. First, Ms.

Mariner will explain about a stop, then she will allow time for students to elaborate and take the new information further by drawing on their map where the stop is located and writing three key facts and three adjectives describing that place. Then she will explain about the next stop and so on.

- Students turn to Section 5, Boston Leads the Fight for Freedom, in the Student Text and follow along as we listen to the tour guide.
- Students turn to Section 6, The Erie Canal Links the Northeast and the Midwest, in the Student Text and follow along as we listen to the tour guide.
- Students turn to Section 7, New York City: Where Buildings Touch the Sky, in the Student Text and follow along as we listen to the tour guide.
- Students turn to Section 8, Hershey, Pennsylvania: A Town Built on Chocolate, in the Student Text and follow along as we listen to the tour guide.

○ Elaborate

- First stop, The Old State House, Boston, Massachusetts
 - On map, draw a symbol or an image at the site just visited
 - On flip book, write three key facts and three adjectives
- Second stop, The Erie Canal, New York
 - On map, draw a symbol or an image at the site just visited
 - On flip book, write three key facts and three adjectives
- Third stop, Skyscraper, New York, New York
 - On map, draw a symbol or an image at the site just visited
 - On flip book, write three key facts and three adjectives
- Fourth stop, Hershey, Pennsylvania: A Town Built on Chocolate
 - On map, draw a symbol or an image at the site just visited
 - On flip book, write three key facts and three adjectives

○ Assessment (Evaluate) – Ask students to leave their foldables on their desks as they get ready for their next subject. Use the foldable rubric to evaluate student progress.








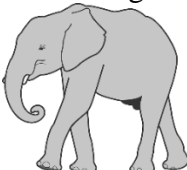






- Does the student have 3 adjectives and 3 facts for each stop?
- Are the adjectives and facts accurate?
- Are there any spelling errors?
- Are three stops labeled correctly on the map?
 - Reread the target.
 - Students tell their elbow partner how they met their target for today's social studies lesson.


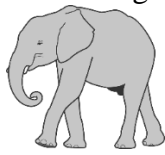
• Accommodations

- Ell Student Accommodations – This student will be provided with a word bank and image of four adjectives for each stopping place. He will need to choose three adjectives in order to appropriately describe the people, events, or developments made in the past and present at each stopping place.
- Teacher selected seating groups

- Students on IEPs – The text from their textbook is read aloud on the Social Studies Alive presentation.
 - I do, we do, you do scaffolded instruction regarding foldable expectations
- Resources:
 - Social Studies Alive! Regions of our country presentation
 - https://subscriptions.teachtci.com/shared/programs/2/lessons/854/slide_shows/744
 - Pinterest – conductor hat template

Giovanni adjective word bank

<i>Place</i>	<i>Pick three (3) to write in flip book</i>	
The Old State House, Boston, Massachusetts	- Old 	- War 
	- Freedom 	- Historic 
The Erie Canal, New York	- Long 	- Busy 
	- Cheap 	- Big 
Skyscraper, New York, New York	- Famous 	- Crowded 
	- Busy 	- Diverse 
Chocolate Factory, Hershey, Pennsylvania	- Delicious 	- Chocolatey 
		<small>© Can Stock Photo</small>

	- Busy 	- Big 	
--	--	--	--

Lesson Plan 5: Tour Site 7: Chocolate Factory, Hershey, Pennsylvania

- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given a bar graph, students will be able to interpret data by accurately stating how many more or how many less chocolate was needed or exceeded in order to reach set goal.

Learning Target: I interpret data using a bar graph to answer how many more or how many less chocolate was needed or exceeded in order to reach my goal.

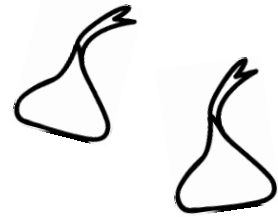
- **Standards: Mathematics**
Standard: 3. Data Analysis, Statistics, and Probability
 - 1. Visual displays are used to describe data
 - a. Represent and interpret data
 - i. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories
 - ii. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
- **Materials:**
 - Hershey’s Kisses – Night at the Museum – Battle of the Smithsonian Commercial on YouTube - https://www.youtube.com/watch?v=-hqbNPb_JEo
 - Social Studies Alive! Regions of our country – “Lesson Masters”
 - Information Master 4B Tour Site 7: Hershey, Pennsylvania (25)
 - Student Handout 4C Tour Site 7: Hershey, Pennsylvania (25)
 - Aluminum foil
 - Beans
 - Scissors
 - Class graph
 - “How many more or less” worksheet
- **Vocabulary:**
 - Mass production: a way of making large quantities of products
- **Procedure:**
 - Pre-Assessment – Taken the week before.
 - Question from test that will be explicitly taught in this lesson is:

- Mass production is a way of making large quantities of the same product.
- Engage – Play Hershey’s Kisses – Night at the Museum – Battle of the Smithsonian Commercial on Youtube
 - https://www.youtube.com/watch?v=-hqbNPb_JEo
 - Ask students, where do you think we are stopping today on our tour of the Northeast region? *The Hershey’s Factory in Pennsylvania*
- Explore – Listen to the tour guide, and follow along in Section 8, Hershey, Pennsylvania: A Town Built on Chocolate, in the Student Text. (Slide 49)
 - “Why were America’s first factories built in the Northeast? I think there were two main reasons. One reason was waterpower. The first factories were built alongside rivers. The rivers rushed down out of the mountains. This rushing water turned big waterwheels that made the machines in the factories run. A second reason was people power. The Northeast was a good place for people who wanted to start businesses...”
 - “We will stop here to learn more about mass production. Enjoy your visit. And try not to eat too much chocolate.”
- Explain – Pass out Tour Site 7: Hershey, Pennsylvania worksheets
 - Information Master 4B
 - Student Handout 4C
 - “How many more or less” worksheet
 - Step 1: Suppose that it is 1902. Your group is a team of candy makers in Hershey, Pennsylvania. You have made the candy, but it still needs to be wrapped.
 - Assign each team member one of these roles:
 - **Wrap Cutter:** Cuts the aluminum foil into small squares. Passes the squares to the Candy Placer.
 - **Candy Placer:** Places a piece of “candy” (stone) on each piece of foil. Passes the stones and foil to the Candy Wrapper.
 - **Candy Wrapper:** Twists the foil around the “candy”.
 - Together, set a goal of how many “chocolate kisses” will be wrapped in three minutes. Record teams goal on “how many more or less” worksheet.
 - Teacher will introduce class bar graph that will record each groups goal and actual number of wrapped “chocolate”. This will provide a visual representation of how fast each group can work together and wrap candy. This graph will allow students to compare between group and group.
 - Teacher will share with class that having a measurement system allows people to collaborate on mass producing goods.
 - Which group was able to wrap the most?
 - Which group was able to wrap the least? Why?

- Complete the relay race. Teacher will give each group 3 minutes to wrap as many “chocolate kisses” as they can.
- Elaborate –
 - Groups count how many “chocolate kisses” were wrapped and record data on their “how many more or less” worksheets.
 - Teacher will also record information on class bar graph.
 - Step 4: In your group, discuss the questions on *Student Handout 4C: Tour Site 7: Hershey, Pennsylvania*. Then record your answers.
 - 1. Suppose you have a job as a Candy Wrapper. You work eight hours a day, five days a week. Fill in the oval below with a facial expression that describes how you would feel about your job. Then write two adjectives (words that describe something) that explain your drawing.
 - 2. Supposed someone invented a machine to wrap candies. What might be the positives, or good things, about having a machine that wraps candies? What might be the negatives, or bad things, about it? Fill in the chart provided.
- Assessment (Evaluate) – Each member in the eight teams will complete the “how many more or less” worksheet.
 - Teams will compare their goal to the actual amount of “chocolate kisses” that were wrapped. If the group wrapped less “chocolate” than their goal, they will answer “how many less chocolate kisses did you wrap than your goal?”. If the group wrapped more “chocolate” than their goal, they will answer “how many more chocolate kisses did you wrap than your goal?”.
 - Reread the target.
 - Students tell their elbow partner how they met their target for today’s social studies lesson.
- Adaptations:
 - Ell Student Accommodations – This student will be assigned a buddy to help with group discussions. This student was also be provided with images and a word bank of adjectives in order to successfully express his feelings towards being a candy wrapper.
 - Teacher selected seating groups
 - Students on IEPs – Ms. XXX will read directions to these students.
- Resources:
 - Social Studies Alive! Regions of our country presentation Slide: 49
 - https://subscriptions.teachtc.com/shared/programs/2/lessons/854/slide_shows/744
 - YouTube engagement video

"How many more" or "How many less"

Name: _____



How many chocolate kisses can you wrap in three (3) minutes?

Goal: _____ **Actual:** _____

How many less chocolate kisses did you wrap than your goal?

How many more chocolate kisses did you wrap than your goal?

"How many more" or "How many less"

Name: _____







How many chocolate kisses can you wrap in three (3) minutes?

Goal: _____ **Actual:** _____

How many less chocolate kisses did you wrap than your goal?

How many more chocolate kisses did you wrap than your goal?

Giovanni Candy Wrapper Adjective Word Bank

Feeling	Drawing	Adjective (pick two(2))
Happy - contento		<ul style="list-style-type: none"> - Elated - Joyful - Merry - Overjoyed
Sad - triste		<ul style="list-style-type: none"> - Pessimistic - Bitter - Unhappy - Gloomy
Tired - cansado		<ul style="list-style-type: none"> - Sleepy - Bored - Exhausted - Fatigued
Mad - enojado		<ul style="list-style-type: none"> - Annoyed - Furious - Irate - Outraged

Lesson Plan 6: Independence Hall in Philadelphia and The Capital Building in Washington D.C.

- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given a foldable, students will describe two main people, events, or developments that brought important changes to the Northeast region using adjectives.

Learning Target: I describe two main people, events, or developments that brought change to the Northeast region by using adjectives.

- **Standards:** Social Studies

Standard: 1. History

2. People in the past influenced the development and interaction of different communities and regions

- c. Give examples of people and events, and developments that brought important changes to a community or region.
- d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

- **Standards:** Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

6. Successful group activities need the cooperation of everyone

- b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

- **Standards:** – Reading, Writing, and Communicating

Standards: 3. Writing and Composition

2.A writing process is used to plan, draft, and write a variety of information texts

- ii. State main ideas and include sufficient details of facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

- **Materials:**

- You Tube video: Northeast capitals and states

- <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>

- Conductor hat (names on the back/simile on the strap)

- Student foldables (25)

- Teacher “model” foldable

- Northeast Train Foldable Note-taker

- Social Studies Alive! Regions of Our Country presentation

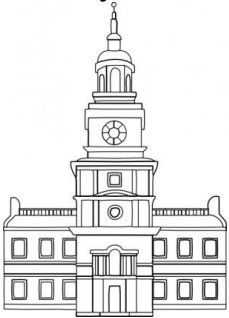














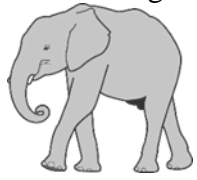



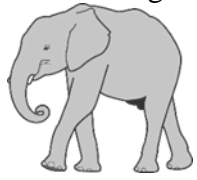



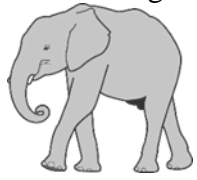


- https://subscriptions.teachtci.com/shared/programs/2/lessons/854/slide_shows/744

- **Vocabulary:**

- Declaration of Independence – the document that declared the United States to be free from Great Britain.
- United States Constitution – the plan of government for the United States.
- Procedure:
 - Pre-Assessment – Taken the week before.
 - Questions from test that will be explicitly taught in this lesson are:
 - Your right to say what you think is protected under the Constitution.
 - This branch of government makes laws, the Congress.
 - Engage – Play video from YouTube that sings about the capitals and states of the Northeast region.
 - <https://www.youtube.com/watch?v=JuiFEcp8ZFs&list=RDJuiFEcp8ZFs#t=17>
 - Students take their seats. They will be taking a tour of the Northeast region by train. Students will listen to their tour guide Ms. Mariner as she reads the description of the last two stops.
 - On the tour, students will see and learn about nine sites. At two of the sites, they will get off the train and work with their group to gather information.
 - Explore – Students will listen to the tour guide. Turn to Section 9, Independence Hall: The Birthplace of the United States, in the Student Text and follow along.
 - “Our tour will take you to many different places. Each one has a story to tell about the Northeast and its people.”
 - “As we visit these places, I want you to look for answers to three questions. First, why do we call the Northeast the “birthplace of our nation”? Next, why did our nation’s first factories start here? And finally, what large cities are found in the Northeast? You’ll hear and see clues to the answers to these questions as we travel along.”
 - “Watch your step as you climb aboard. Our eighth stop will be in The Independence Hall, Philadelphia, Pennsylvania.”
 - Explain – This social studies curriculum will bounce back and forth between the “explaining” part of the lesson and the “elaborating” part of the lesson. First, Ms. Mariner will explain about a stop, then she will allow time for students to elaborate and take the new information further by drawing on their map where the stop is located and writing three key facts and three adjectives describing that place. Then she will explain about the next stop and so on.
 - Students turn to Section 9, Independence Hall: The Birthplace of the United States, in the Student Text and follow along as we listen to the tour guide.
 - Students turn to Section 10, Washington D.C.: Our Nation’s Capital, in the Student Text and follow along as we listen to the tour guide.
 - Elaborate –

- First stop, Independence Hall in Philadelphia, Pennsylvania
 - On map, draw a symbol or an image at the site just visited
 - On flip book, write three key facts and three adjectives
 - Second stop, Capitol Building in Washington, D.C.
 - On map, draw a symbol or an image at the site just visited
 - On flip book, write three key facts and three adjectives
- Assessment (Evaluate) – Ask students to leave their foldables on their desks as they get ready for their next subject. Use the foldable rubric to evaluate student progress.
 - Does the student have 3 adjectives and 3 facts for each stop?
 - Are the adjectives and facts accurate?
 - Are there any spelling errors?
 - Are three stops labeled correctly on the map?
 - Reread the target.
 - Students tell their elbow partner how they met their target for today's social studies lesson.
- Accommodations:
 - Ell Student Accommodations – This student will be provided with a word bank and image of four adjectives for each stopping place. He will need to choose three adjectives in order to appropriately describe the people, events, or developments made in the past and present at each stopping place.
 - Teacher selected seating groups
 - Students on IEPs – The text from their textbook is read aloud on the Social Studies Alive presentation.
 - I do, we do, you do scaffolded instruction regarding foldable expectations
- Resources:
 - Social Studies Alive! Regions of our country presentation
 - https://subscriptions.teachtc.com/shared/programs/2/lessons/854/slide_shows/744
 - Pinterest – conductor hat template

Giovanni adjective word bank

<i>Place</i>	<i>Pick three (3) to write in flip book</i>				
<p>Independence Hall, Philadelphia, Pennsylvania</p> 	<table border="1"> <tr> <td data-bbox="862 348 1159 590"> <p>- Fair</p>  </td><td data-bbox="1159 348 1507 590"> <p>- Old</p>  </td></tr> <tr> <td data-bbox="862 590 1159 877"> <p>- Freedom</p>  </td><td data-bbox="1159 590 1507 877"> <p>- Historic</p>  </td></tr> </table>	<p>- Fair</p> 	<p>- Old</p> 	<p>- Freedom</p> 	<p>- Historic</p> 
<p>- Fair</p> 	<p>- Old</p> 				
<p>- Freedom</p> 	<p>- Historic</p> 				
<p>The Capital Building, Washington, D.C.</p> 	<table border="1"> <tr> <td data-bbox="849 909 1183 1161"> <p>- Rules/ Laws</p>  </td><td data-bbox="1183 909 1469 1161"> <p>- Large</p>  </td></tr> <tr> <td data-bbox="849 1161 1183 1522"> <p>- Important</p>  </td><td data-bbox="1183 1161 1469 1522"> <p>- Government</p>  </td></tr> </table>	<p>- Rules/ Laws</p> 	<p>- Large</p> 	<p>- Important</p> 	<p>- Government</p> 
<p>- Rules/ Laws</p> 	<p>- Large</p> 				
<p>- Important</p> 	<p>- Government</p> 				

Lesson Plan 7: Tour Site 9: Capitol Building in Washington, D.C.



- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given a Venn diagram, students will be able to explain the importance of and demonstrate the relationship between rights and responsibilities by giving two examples of each.

Learning Target: I explain the relationship between rights and responsibilities by giving two examples of each.

- **Standards:**
Standard: 4. Civics
 1. Respecting the views and rights of others is a key component of a democratic society
 - c. Give examples of the relationship between rights and responsibilities
- **Materials:**
 - A Venn Diagram comparing rights and responsibilities of citizens (butcher paper)
 - Four sticky notes per student with student names on the back (96 total)
 - Social Studies Alive! Regions of our country – “Lesson Masters”
 - Information Master 4C Tour Site 9: Washington, D.C. (25)
 - Student Handout 4D Tour Site 9: Washington, D.C. (25)
 - Social Studies Alive! Regions of Our Country presentation (slide 61)
 - https://subscriptions.teachtc.com/shared/programs/2/lessons/854/slide_shows/744
 - Gum
 - YouTube video- “Rights and Duties”
<https://www.youtube.com/watch?v=YPzFGxmMlqI>
- **Vocabulary:**
 - Declaration of Independence – the document that declared the United States to be free from Great Britain.
 - United States Constitution – the plan of government for the United States.
- **Procedure:**
 - Pre-Assessment – Taken the week before.
 - Question from test that will be explicitly taught in this lesson is:
 - This branch of government makes laws: The Congress
 - **9:45 Engage** – Students with their conductor hats will be seated in their seats on the train reading a book silently, while the teacher begins to break the rules of the classroom. Teacher will be chewing gum (blowing and popping bubbles

- obnoxiously), making a mess of the library, playing music really loud, throw the bathroom passes in the trashcan, dump the recycling bin over.
- Ask students if they were able to read while the teacher didn't follow any rules in the classroom? Have a small discussion.
- **9:55 Explore** – Teacher will pass out Social Studies Alive! Regions of our country – Lesson Masters worksheet for Tour Site 9: Washington, D.C.
- Read together: **Step 1** – The United States government makes laws, or rules, that govern our country. Are laws necessary?
 - “To help you answer this question, think about rules at school. Complete the first two questions on *Student handout 4D: Tour Site 9: Washington D.C.* with your group.”
 - Students will answer questions 1 and 2 on Student handout 4D
 - 1. Think of the following places in school: your classroom, the lunchroom, and the playground. Each of these places has rules. Write one rule for each place:
 - Classroom rule:
 - Lunchroom rule:
 - Playground rule:
 - 2. Pick one rule from the list above. In your group, discuss what might happen if that rule did not exist.
 - **Step 2** – Look at the positives and negatives of having rules and laws. Complete the third question on student Handout 4D.
- **10:05 Explain** – Review question from the pre-assessment: Which branch of government makes the laws?
- The Congress (each state has members that are a part of the congress) (*The legislative branch*)
 - “Congress meets in the capital building in Washington, D.C.”.
 - Teacher will review what a Venn diagram is – comparing the relationship between rights (privileges protected by the law) and responsibilities (or duties) of citizens.
 - Give each student four sticky notes. Students will write something new they have learned about a right (law) and its connecting responsibility (duty) while listening to the YouTube video that will provide examples of both. (stop at 2:47)
 - Model how to write a “right” and its relating “responsibility” first.
 - Then ask for volunteers to come up and place their relationship of both on the Venn diagram.
 - Students will need to do two examples by themselves
- **10:10 Elaborate** – Students will listen to the tour guide as she completes her lesson at the Washington, D.C.: Our Nation's Capital (slide 61)
- Allow students to finish putting their sticky notes on the Venn diagram.
 - Have a small discussion about our governments rules, or laws. What does the government work to achieve?

- **10:15** Assessment (Evaluate) –
 - Reread the target.
 - I explain the relationship between rights and responsibilities by giving two examples of each.
 - Students tell their elbow partner how they met their target for today's social studies lesson.
- Accommodations:
 - Ell Student Accommodations – This student will be provided with a work bank and appropriate images in order to be able to successfully complete the Lesson Masters worksheet for Tour site 9: Washington, D.C. He will be able to choose one rule from each required place and copy the verbiage onto his worksheet. The class Venn diagram will have both words and pictures for its labels.
 - Teacher selected seating groups
 - Students on IEPs – The text from their textbook is read aloud on the Social Studies Alive presentation.
- Resources:
 - Social Studies Alive!
 - YouTube Rights and Duties

Rules word bank	Related image
In the classroom: 	
No gum	
Ask for help when you need it	
Leave toys at home	
In the lunchroom: 	
Don't throw your food	
Keep your voice down	
Clear your tray before you leave	
At the playground: 	
Be a good friend and play fairly	
Make safe choices	
Line up when the whistle is blown	

Lesson Plan 8: Three Big Questions

- **Big Idea:** Students will gain an in-depth understanding of the history behind the development of the Northeast region; while through exposure of numerous Social Studies themes, will apply a variety of Language Arts and Mathematics studies and practices.
- **Objectives:** Given information on foldable, students will be able to respond to the three main questions regarding cultural diversity, industry, and landforms using three complete sentences for each question.

Learning Target: I respond to the three main questions using three complete sentences for each question.

- **Standards:**
Standard: 2. Geography
2.The concept of regions developed through an understanding of similarities and differences in places
b. identify the factors that makes a region unique including cultural diversity, industry and agriculture, and land forms
- **Materials:**
 - Conductor hat (names on the back/simile on the strap)
 - Student foldables (25)
 - Teacher “model” foldable
 - Northeast Train Foldable Note-taker
 - Social Studies Alive! Regions of Our Country presentation (slide 67)
 - https://subscriptions.teachtci.com/shared/programs/2/lessons/854/slide_shows/744
 - Post test
- **Vocabulary:** No new vocabulary will be taught during this lesson.
- **Procedure-**
 - **Engage** – Students participate in a vocabulary word jumble competition between their classmates. Students will collaboratively work in their groups of three in order to correctly unjumble their social studies vocabulary words.
 - **Explore** – After each group has completed their vocabulary review and received a small prize, groups will attempt to answer the three big questions that were asked at the very beginning of our Northeast tour on the back of their foldables.
 - Why do we call the Northeast the “birthplace of our nation”?
 - Why did our nation’s first factories start here?
 - What large cities are found in the Northeast?
 - **Explain** – Students will then turn to page 63 in their social studies text books and following along as the tour guide summarizes the tour of the northeast region.

- Do you remember the questions I asked you when we began our journey...?”
 - Elaborate – Students will be adding to their responses on their foldables as she is speaking.
 - “The first question was why we call the Northeast the “birthplace of our nation”. After visiting Boston and Philadelphia, you should know the answer. Boston is where the American Revolution began. And Philadelphia is where Americans first declared their independence from Great Britain.”
 - “I also asked you why the nation’s first factories were built in the Northeast. We talked about two reasons. The Northeast had a lot of waterpower for running factories. And it had people who enjoyed the challenge of starting new businesses, as well as people who wanted to work in them. Also, new methods of transportation encourage people to build factories here. Canals and railroads lowered the cost of moving goods to customers.”
 - “My last question was what large cities are found here. You visited some of the largest cities in the Northeast: Boston, New York City, Philadelphia, and Washington, D.C. You also stopped at two smaller towns, Plymouth and Hershey. Which city or town would you like to visit again?”
 - Assessment (Evaluate) – Students will answer the three questions that were asked and explicitly explained by the tour guide.
 - Students will finish by completing the post assessment.
- Adaptations:
 - Teacher selected seating groups
 - Students on IEPs – The text from their textbook is read aloud on the Social Studies Alive presentation. Written information answering the three questions will be modeled using the teacher foldable and document camera.
- Resources:
 - Social Studies Alive!

1-1. The pilgrims landed in Plymouth, MA and many immigrants came through New York.

1-2. The American Revolution started in Boston

1-3. The Declaration of Independence was signed in Philadelphia
First factories of mass production started here.

2-1. There are a lot of waterways that they can use to run the factories (water-powered mills)

2-2. There were a lot of people in the Northeast and many enjoyed the challenge of starting new businesses.

2-3. New methods of transportation made it easy to ship goods (railroads and canals)

3-1. Boston, New York City, Philadelphia, and Washington, D.C.

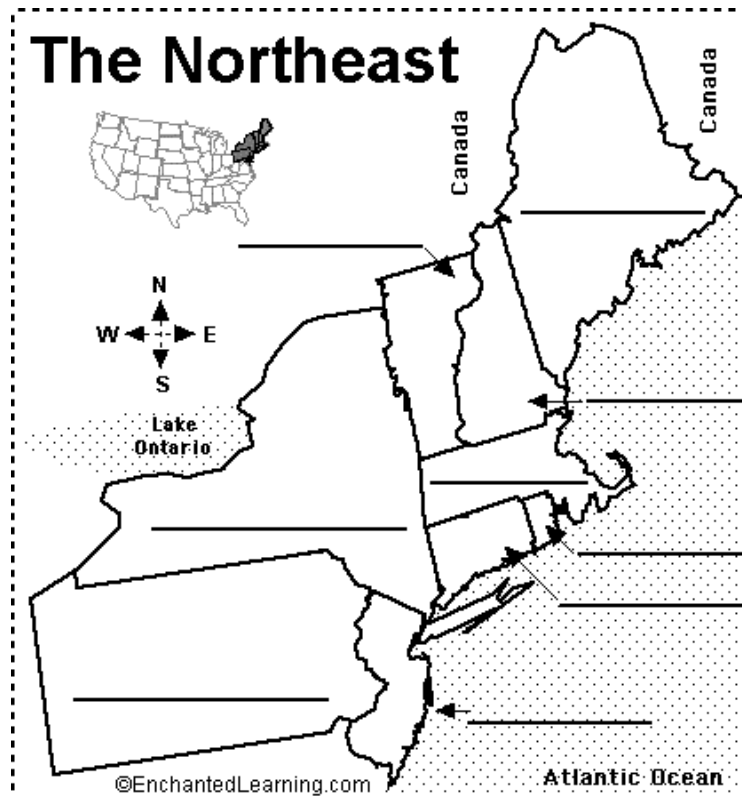
The Northeast is considered the birthplace of our nation because the pilgrims landed in Plymouth, Massachusetts and many other *immigrants* came from New York. The American Revolution started in Boston. The Declaration of Independence was signed in Philadelphia.

Our nation's first *factories* started in the Northeast region because there are a lot of waterways that can use the water to run the factories (water-powered mills). There were a lot of people in the Northeast and many enjoyed the challenge of started new businesses. There were also new methods of transportation which made it easy to ship goods.

The large cities that can be found here are Boston, New York City, Philadelphia, and Washington, D.C.

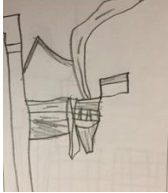


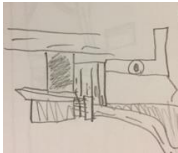
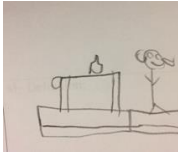
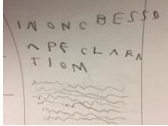


Definition	Jumbled word	Unjumbled word
The document that declared the United States to be free from Great Britain	aalcnitoeD fo neenddpnceeI	
The plan of government for the United States	iedtnU ttaeSs oiuiottsnCn	
A way of making large quantities of products	smsa oiuardpctn	
A very tall building	ssrerpcyak	
A ditch dug across the land that often connects two waterways	laanc	
A water elevator used to raise and lower boats	cokl	
The war in which the American colonies won independence from Great Britain	Aaeincrm eouioRvltm	
The top of a mountain	eakp	

If there is extra time:



Post Assessment for Giovanni

Connect the vocabulary words to their definitions (worth 8 points):

Vocabulary Word	Picture
peak	
American Revolution	
canal	
lock	
skyscraper	
mass production	
Declaration of Independence	
United States Constitution	

Extensions, Modifications, and Adaptations

To further *extend* third graders thinking and understanding of the Northeast region and its economy, geography, government, history, and the people that were included in our nations upbringing, students could write a letter. Students would act as if they were a tourist who had just complete a tour of the Northeast. They would then write a letter to send home, describing what they had learned about the region. They would be able to use their foldables, or any other reading or listening notes taken, to help better organize their thoughts. Their letter would need to include specific details from their tour along with the basic parts of a formal letter such as, a proper greeting, introductory paragraph, descriptions of at least three places that were visited, and a closing. This letter would not only stimulate extended learning of the region, but would force students to write directed toward a specific audience.

Modifications that were set in place for students who needed extra support in reading or writing included but are not limited to reading the directions out loud and modeled note taking. The formative and summative assessments given were testing the students' knowledge of the region, not their ability to read. Reading the directions or passages for these students better depicted their knowledge of the content and not reading ability. When writing in their foldable, teacher modeled writing the adjectives and facts for each place in the Northeast using the document camera. As a class, adjectives and three summarizing facts were discussed, then teacher would write them on the model foldable as everyone followed along.

Students with learning disabilities, attention deficits, or a language barrier need information to be presented in a repeated and flexible way in order to assimilate them. *Adaptive activities* refer to a person's social responsibility and independent performance given an academic task. In order for all students to succeed, lots of teacher modeling and scaffolding techniques were practiced. These students would first hear the instructions of an activity, watch as the teacher completes the task, do the task with the teacher, and then perform the task either individually or in a small group or partnership. Each lesson included lots of visuals and listening activities. Students were welcome to follow along in their textbooks as they listened to the voice recordings but were not required to do so. Each lesson also included lots of movement and group work where students with academic or language needs could partner up and be provided with extra peer support, and students who learn best in movement were also having their needs met.

Instructing Students and Supporting Learning

1. Other than what is stated in Lesson Plan 3: Tour Site 3: Plymouth, Massachusetts, previous to the lesson, students were transitioning from their math lesson to their social studies lesson. This required group leaders to grab conductor hats for their groups. Conductor hats were made for each student in order to simulate a conductor on a train taking a tour of the Northeast region. Each lesson began by reading the learning target for that lesson (I evaluate the roles leaders, citizens, and others play in government by role playing), and a review of vocabulary that was explicitly taught during the last lesson. For this lesson the vocabulary word that was reviewed was *peak*, or the top of a mountain. Immediately after this lesson is *read aloud* and *snack time* which helps to understand and interpret the interactions between and among my students. Transitions include a lot of organized movement and productive communication.

2. I extended the knowledge and skills of all of my students through use of role playing. After having learned and discussed about how the pilgrims were governed when they reached America. I posed a new scenario. I asked students to imagine showing up to school tomorrow and there are no teachers. There are 24 students in this room with no decision maker or rule enforcer. Who gets that power? I chose volunteers to role play the different types of government that were options back in 1620. These options included having one person rule the class where he or she is able to do whatever that person wants, having five students rule the class who were the smartest and the fairest, giving all of the boy's power and the girls were not given any power, or only nine-year-olds have the power to rule the class and the eight-year-olds have to abide by their rules. By allowing students to act out each type of government, students were able to see the advantages and disadvantages of each.

3. Strategies that I used to monitor students learning during the lesson and progress toward meeting the standard of “respecting the views and rights of others is a key component of a democratic society” was demonstrated during the explain stage of my lesson. In groups, after having decided how the pilgrims should be governed, students were to find another group and have a respectful discussion about the choices they made. If the two groups having this discussion chose a different type of government for their colony, then they were to try and gallantly persuade them into a different direction. Specific examples of this include a group who chose to give every person over age 10 a say in running the colony respectfully explained “Because then more people would get to vote”. While a their opposing group chose having one ruler a say in running the colony persuaded back by saying “he is the nicest and wisest. He would make good options and be fair to the other people.” Both groups were respectful of each other’s views and rights indicating progress toward meeting the standard at proficient level of performance.

4. From my instruction given and student learning during this lesson, my philosophy can be directly reflected based on the strong belief that learning is centered around the students and that each learner needs to be equal partners in the process to achieving the standard at a level of mastery. My role as their teacher is to give them the tools and direction to which will allow for each individual to be well equipped in order to find the answer to their questions. During the last part of their worksheet where each student was to listen to the video I provided for them, I

demonstrated my role as the architect. I provided them with their foundation of information, it was up to the student to think critically about the information in order to see that all of the people were given a say in their government. I acted as their support while they developed skills of information fluency. They were able to express their ability to write and critically analyze the information.

5. Instruction was scaffolded by allowing students to work in groups. By working in groups, student's abilities are able to work together and provide support for their peers and contribute to their understanding of the content. If one student is stronger in their reading ability, but another student is more competent in their handwriting. The student who is stronger in reading is able to read the directions out loud to their group while the student who is stronger in his or her writing skills can write for the group. The curriculum was scaffolded during group discussions. As groups were trying to persuade other groups of their choice of government, I walked around and modeled questions that provided extra support and deeper thinking of government. If one group thought that having one ruler would be the best form of government for the pilgrims, I would step in and say "What if the person who was chosen to be this ruler (or king) was selfish and mean? I think I would have to rethink my position." Assessment was scaffolded more for those individuals who were on IEPs and need extra support with handwriting. These students were able to verbally tell the teacher how he would answer the question and the teacher would write it in highlighter. Then, this student would write over the highlighter in pencil in order to practice writing.

Resources Used

Resource 1. Social Studies Alive! *Solutions for Effective Instruction* Grades 3-5

- Word Map organizer (used by students)

Resource 2. Social Studies Alive! *Lesson Guide* by: TCI

- Step – by step procedures (used by teacher)
- Language Arts Support (used by teacher)
- Planning Guides (used by teacher)
- Differentiating Instruction (used by teacher)

Resource 3. Social Studies Alive! *Lesson Masters* by: TCI

- Students Handouts
 - o Chapter 4 Assessment (multiple choice) (used by students)
 - o Tour Site 3: Plymouth, Massachusetts (used by students)
 - o Tour Site 7: Hershey, Pennsylvania (used by students)
 - o Tour Site 9: Washington, D.C. (used by students)
- Information Masters (used by teacher)
- Chapter Assessment (used by teacher)

Resource 4. Social Studies Alive! *Regions of Our Country* by: TCI

- Student social studies text book (used by both student and teacher)

Resource 5. TCI interactive website

- Interactive video/slideshow of “A Train Tour of the Northeast” (used by student)

Northeast Region
3rd Grade
Teacher Candidate:
Cooperating Teacher:
UNC Supervisor:
Rice Elementary School

Student	Pre-Assessment	Post-Assessment	Difference
Parker	8/16 (50%)	18/16 (112.5%)	+ 10
Kaydee	7/16 (43.75%)	14/16 (87.5%)	+ 7
Carter F	7/16 (43.75%)	23/16 (143.75%)	+ 16
Logan	7/16 (43.75%)	15/16 (93.75)	+ 8
Alexa	6/16 (37.5%)	13/16 (81.25%)	+ 7
Ciera	6/16 (37.5%)	14/16 (87.5%)	+ 8
Lexi	6/16 (37.5%)	14/16 (87.5%)	+ 8
Kaidence	5/16 (31.25%)	16/16 (100%)	+ 11
Baylee	5/16 (31.25%)	12/16 (75%)	+ 7
Kyle	5/16 (31.25%)	9/16 (56.25%)	+ 4
Kasen	4/16 (25%)	14/16 (87.5%)	+ 10
McKayla	4/16 (25%)	16/16 (100%)	+ 12
Angelina	4/16 (25%)	11/16 (68.75%)	+ 7
Connor	4/16 (25%)	14/16 (87.5%)	+ 10
Mia	4/16 (25%)	13/16 (81.25%)	+ 9
Jade	4/16 (25%)	17/16 (106.25)	+ 13
Ben	4/16 (25%)	9/16 (56.25%)	+ 5
Giovanni	3/16 (18.75%)	8/16 (50%)	+ 5
Austin	3/16 (18.75%)	18/16 (112.5%)	+ 15
Carter S	2/16 (12.5%)	9/16 (56.25%)	+ 7
Xander	2/16 (12.5%)	11/16 (68.75%)	+ 9
Beau	2/16 (12.5%)	15/16 (93.75)	+ 13
Kellen	1/16 (6.25%)	11/16 (68.75%)	+ 10
Abby	1/16 (6.25%)	11/16 (68.75%)	+ 10
Simon	1/16 (6.25%)	12/16 (75%)	+ 11
Average	4.20/16 (26.25%)	13.48/16 (84.25%)	+ 9.28

Carter F. Pre-test (high)

Chapter 4 Assessment

Big Ideas
Fill in the circle next to the best answer

1. The Northeast today includes

- swamps and deserts.
- mountain peaks and coastal harbors.
- mile-thick glaciers and icebergs.
- rainforests and palm trees.

In a democracy, leaders are chosen by

- a king or queen.
- the people.
- a few wise men.
- rich people.

Which gave our nation its freedom?

- the American Revolution
- the Mayflower Compact
- the freedom Trail
- immigrants coming to New York

On the Erie Canal, boats can travel from Lake Erie all the way to

- Hershey, Pennsylvania.
- Boston, Massachusetts.
- Washington, D.C.
- New York City.

Which phrase best describes

- our nation's capital
- a town built on chocolate
- the birthplace of our nation
- a city of skyscrapers

Mass production is a way of

- using waterpower to run machines.
- shipping goods cheaply.
- making large quantities of the same product.
- packing more people into less space in cities.

Your right to say what you think is protected under the

- Mayflower Compact.
- Declaration of Independence.
- Constitution.
- Plymouth Charter.

Handwritten notes: Carter F. 5/8 + 2/8 7/10 +5/9

Chapter 4 Assessment

8. This branch of government makes laws:

- the Congress
- the President
- the Supreme Court
- the Capitol

Reading Further

9. Which phrase best describes the first factories in the Northeast were

- too old to last.
- run by men and girls who worked long days.
- run by men who worked only in winter.
- run by women who had to leave home.

Connect the vocabulary words to their definitions:

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The document that declared the United States to be free from Great Britain.
canal	A factory in which people make products out of raw materials.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	A very tall building.
Declaration of Independence	The war in which the American colonies won independence from Great Britain.
United States Constitution	A payment of money for work.
mill	The top of a mountain.
usage	A way of making large quantities of products.

Handwritten notes: Carter F. +2/8

Chapter 4 Assessment

Pre Assessment

Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.

Handwritten notes: Carter F.

Carter F. Post-test

Chapter 4 Assessment

Big Ideas (worth 8 points):
Fill in the circle next to the best answer

1. The Northeast today includes

- swamps and deserts.
- mountain peaks and coastal harbors.
- mile-thick glaciers and icebergs.
- rainforests and palm trees.

In a democracy, leaders are chosen by

- a king or queen.
- the people.
- a few wise men.
- rich people.

Which gave our nation its freedom?

- the American Revolution
- the Mayflower Compact
- the freedom Trail
- immigrants coming to New York

On the Erie Canal, boats can travel from Lake Erie all the way to

- Hershey, Pennsylvania.
- Boston, Massachusetts.
- Washington, D.C.
- New York City.

Which phrase best describes New York City?

- our nation's capital
- a town built on chocolate
- the birthplace of our nation
- a city of skyscrapers

Mass production is a way of

- using waterpower to run machines.
- shipping goods cheaply.
- making large quantities of the same product.
- packing more people into less space in cities.

Your right to say what you think is protected under the

- Mayflower Compact.
- Declaration of Independence.
- Constitution.
- Plymouth Charter.

Handwritten notes: Carter F. +16/16 Wow! +7 A++ +8/8

Chapter 4 Assessment

8. This branch of government makes laws:

- the Congress
- the President
- the Supreme Court
- the Capitol

Connect the vocabulary words to their definitions: (worth 8 points):

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The war in which the American colonies won independence from Great Britain.
canal	The top of a mountain.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	The document that declared the United States to be free from Great Britain.
Declaration of Independence	A very tall building.
United States Constitution	A way of making large quantities of products.

Handwritten notes: Carter F. +8/8 Wow!

Chapter 4 Assessment

Pre-Post Assessment (extra credit)

Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.

Handwritten notes: Carter F.

Jade's Pre-test (mid)

Chapter 4 Assessment

Big Ideas
Fill in the circle next to the best answer

1. The Northeast today includes

- swamps and deserts.
- mountain peaks and coastal harbors.
- mile-thick glaciers and icebergs.
- rainforests and palm trees.

2. In a democracy, leaders are chosen by

- a king or queen.
- the people.
- a few wise men.
- rich people.

3. Which gave our nation its freedom?

- the American Revolution
- the Mayflower Compact
- the freedom Trail
- immigrants coming to New York

4. On the Erie Canal, boats can travel the way to

- Hershey, Pennsylvania
- Boston, Massachusetts
- Washington, D.C.
- New York City

5. Which phrase best describes New York City?

- our nation's capital
- a town built on chocolate
- the birthplace of our nation
- a city of skyscrapers

6. Mass production is a way of

- using waterpower to run machines.
- shipping goods cheaply.
- making large quantities of the same product.
- packing more people into less space in cities.

7. Your right to say what you think is protected under the

- Mayflower Compact.
- Declaration of Independence.
- Constitution.
- Plymouth Charter.

Reading Further

8. This branch of government makes laws:

- the Congress
- the President
- the Supreme Court
- the Capitol

Connect the vocabulary words to their definitions:

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The document that declared the United States to be free from Great Britain.
canal	A factory in which people make products out of raw materials.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	A very tall building.
Declaration of Independence	The war in which the American colonies won independence from Great Britain.
United States Constitution	A payment of money for work.
mountain	The top of a mountain.
factory	A way of making large quantities of products.

Pre Assessment

Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.

Handwritten notes: Jade, +2/9, +2/8, 2/8 + 2/8, 4/16

Jade's Post-test

Chapter 4 Assessment

Big Ideas (worth 8 points):
Fill in the circle next to the best answer

1. The Northeast today includes

- swamps and deserts.
- mountain peaks and coastal harbors.
- mile-thick glaciers and icebergs.
- rainforests and palm trees.

2. In a democracy, leaders are chosen by

- a king or queen.
- the people.
- a few wise men.
- rich people.

3. Which gave our nation its freedom?

- the American Revolution
- the Mayflower Compact
- the freedom Trail
- immigrants coming to New York

4. On the Erie Canal, boats can travel from Lake Erie all the way to

- Hershey, Pennsylvania
- Boston, Massachusetts
- Washington, D.C.
- New York City

5. Which phrase best describes New York City?

- our nation's capital
- a town built on chocolate
- the birthplace of our nation
- a city of skyscrapers

6. Mass production is a way of

- using waterpower to run machines.
- shipping goods cheaply.
- making large quantities of the same product.
- packing more people into less space in cities.

7. Your right to say what you think is protected under the

- Mayflower Compact.
- Declaration of Independence.
- Constitution.
- Plymouth Charter.

Reading Further

8. This branch of government makes laws:

- the Congress
- the President
- the Supreme Court
- the Capitol

Connect the vocabulary words to their definitions (worth 8 points):

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The war in which the American colonies won independence from Great Britain.
canal	The top of a mountain.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	The document that declared the United States to be free from Great Britain.
Declaration of Independence	A very tall building.
United States Constitution	A way of making large quantities of products.

Pre/Post Assessment (extra credit)

Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.

Handwritten notes: Jade, +15/16, +2, A++, +7/8, +8/8 wow!, +1, +1

Simon's Pre-test (low)

Chapter 4 Assessment

Big Ideas
Fill in the circle next to the best answer

1. The Northeast today includes
☐ swamps and deserts.
☒ mountain peaks and coastal harbors.
☐ mile-thick glaciers and icebergs.
☐ rainforests and palm trees.

2. In a democracy, leaders are chosen by
☐ a king or queen.
☒ the people.
☐ a few wise men.
☐ rich people.

3. Which gave our nation its freedom?
☒ the American Revolution.
☐ the Mayflower Compact
☐ the freedom Trail
☐ immigrants coming to New York

4. On the Erie Canal, boats can travel from Lake Erie all the way to
☒ Hershey, Pennsylvania.
☐ Boston, Massachusetts.
☐ Washington, D.C.
☐ New York City.

5. Which phrase best describes
☒ our nation's capital.
☐ a town built on chocolate.
☐ the birthplace of our nation.
☐ a city of skyscrapers.

6. Mass production is a way of
☐ using waterpower to run machines.
☒ shipping goods cheaply.
☐ making large quantities of a product.
☐ packing more people into less space in cities.

7. Your right to say what you think is protected under the
☐ Mayflower Compact.
☒ Declaration of Independence.
☐ Constitution.

Simon
+1/9

Simon
1/8 + 0/8
1/16

8. This branch of government makes laws:
☐ Plymouth Charter.
☒ the Congress
☐ the President
☐ the Supreme Court
☐ the Capitol

Reading Further
 9. ~~the first factories in the Northeast were built in the 1700s.~~
~~the first factories in the Northeast were built in the 1800s.~~
~~the first factories in the Northeast were built in the 1900s.~~
~~the first factories in the Northeast were built in the 2000s.~~

Connect the vocabulary words to their definitions:

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The document that declared the United States to be free from Great Britain.
canal	A factory in which people make products out of raw materials.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	A very tall building.
Declaration of Independence	The war in which the American colonies won independence from Great Britain.
United States Constitution	A payment of money for work.
canal	The top of a mountain.
lock	A way of making large quantities of products.

Simon
+0/8

Simon

Assessment
 Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.

Simon's Post-test

Chapter 4 Assessment

Big Ideas (worth 8 points):
Fill in the circle next to the best answer

1. The Northeast today includes
☒ swamps and deserts.
☒ mountain peaks and coastal harbors.
☐ mile-thick glaciers and icebergs.
☐ rainforests and palm trees.

2. In a democracy, leaders are chosen by
☐ a king or queen.
☒ the people.
☐ a few wise men.
☐ rich people.

3. Which gave our nation its freedom?
☒ the American Revolution.
☐ the Mayflower Compact
☐ the freedom Trail
☐ immigrants coming to New York

4. On the Erie Canal, boats can travel from Lake Erie all the way to
☒ Hershey, Pennsylvania.
☐ Boston, Massachusetts.
☐ Washington, D.C.
☐ New York City.

5. Which phrase best describes New York City?
☒ our nation's capital.
☐ a town built on chocolate.
☐ the birthplace of our nation.
☐ a city of skyscrapers.

6. Mass production is a way of
☐ using waterpower to run machines.
☒ shipping goods cheaply.
☐ making large quantities of the same product.
☐ packing more people into less space in cities.

7. Your right to say what you think is protected under the
☒ Mayflower Compact.
☐ Declaration of Independence.
☐ Constitution.
☐ Plymouth Charter.

Simon
+7/16
+5
C+

Simon
+5/8

8. This branch of government makes laws:
☐ Plymouth Charter.
☒ the Congress
☐ the President
☐ the Supreme Court
☐ the Capitol

Connect the vocabulary words to their definitions (worth 8 points):

Vocabulary Word	Definition
peak	A water elevator used to raise and lower boats.
American Revolution	The war in which the American colonies won independence from Great Britain.
canal	The top of a mountain.
lock	A ditch dug across land that often connects two waterways.
skyscraper	The plan of government for the United States.
mass production	The document that declared the United States to be free from Great Britain.
Declaration of Independence	A very tall building.
United States Constitution	A way of making large quantities of products.

Simon
+2/8

Pre-Post Assessment (extra credit)
 Label any states, cities, specific stops, rivers, lakes, oceans, or anything else you recognize on this map.

Evaluative Essay

Student's test results showed an average of 9.28-point growth which is much higher than I anticipated. Analyzing the post-test, students seemed to show a stronger understanding of the Chapter 4 multiple choice assessment and vocabulary matching than they had demonstrated in the pre-test. These questions were specific to the different ways in which the Northeast region is defined throughout this unit. It is understandable for students who have never lived outside of Wellington, Colorado to not know this information, or have used this vocabulary, before studying this unit. By completing the multiple choice and vocabulary matching students met several content standards. Students who were able to match a vocabulary word to its definition were able to determine the meaning of academic and domain specific words that were relevant to the social studies subject area. Students who were able to answer the multiple choice questionnaire met the standard that asks students to describe the history, interaction, and contributions of people that live or lived in the Northeast region. Specifically, by correctly answering question 1, students demonstrated their ability to define the Northeast region. By appropriately providing an answer for question 2 and 3, students confirmed their understanding of the roles and origins of a democracy and government. Students who answered question 4 and 5 correctly established an awareness of how people, events, and developments can bring positive changes to a region. By accurately answering question 6, students understand the purpose of the Hershey factory activity and how mathematics can be integrated into social studies. Lastly, when students answer questions 7 and 8 correctly they are demonstrating an awareness of their rights and responsibilities as a US citizen, how those rights are protected by the law, and who makes our laws.

On a side note, one question and two vocabulary words were omitted from the pre-test due to timing issues. There was not enough time to teach all of the content that was tested on the pre-test. The question and vocabulary word that were taken from the test were extra and read about in the "Reading Further" part in the Social Studies Alive! textbook and not included in the foldable. So, for time sake, that information was just left out and the necessary information was exclusively focused on.

Tour Site 3: Plymouth, Massachusetts Data

Students received 3 points for choosing a type of government and recording two reasons for this choice. Students also were given 1 point for participation during group discussions, 1 point for identifying the type of government the Mayflower Compact had developed, and 2 points for an explanation on who get to votes This activity gave students the opportunity to gain a total of 7 points.

Student	Score
Carter F.	7/7
Carter S.	7/7
Ciera	7/7
Alexa	7/7
Angelina	6/7
Parker	6/7
Kaydee	6/7
Logan	6/7
Lexi	5/7
Baylee	5/7
Kasen	5/7
McKayla	5/7
Angelina	5/7
Mia	5/7
Simon	5/7
Jade	5/7
Ben	5/7
Connor	5/7
Giovanni	4/7
Austin	4/7
Kaidence	4/7
Xander	4/7
Kyle	2/7
Abby	Absent
Kellen	Absent
Average	5/7 (71%)

The worksheets that the students completed with each lesson were used as a great source of a formative assessment for the overall unit. The worksheets provided me with an accurate insight as to how the students were progressing and what areas they were needing more help in. Utilizing both an interventionist and my cooperating teacher to provide extra one-on-one support was important to give those struggling students a better opportunity to learn the content and meet the standards.


Tour Site 3: Plymouth, Massachusetts Student Work

Student Handout 4B


Alexa [redacted] +7/7

Tour Site 3: Plymouth, Massachusetts


Circle your group's choice.




One Ruler



Rule by Five Smart People



Rule by Adult Males Only



Rule by People Over Age 10

We chose this option because

Because he is
he is nice and
wise and
fair, he would
make be elects other
or not him self

What type of government did the Mayflower Compact set up?

The pilgrims made a deal
called the may flower compact

They should select there own leader
because It wouldnt be fair if the king
did this own things
and not for the
pilgrims

Did everyone have a say in governing Plymouth Colony?
Explain your answer.

Yes because
they could vote yes
or no if they
want to do it or
not to what the
person said

26 Chapter 4

© Teachers' Curriculum Institute

This student was one of my high students who showed a great understanding of the roles citizens play in government and how democracy came to be.

+4/7

Tour Site 3: Plymouth, Massachusetts

Circle your group's choice.



We chose this option because

He or she will be kind ✱

What type of government did the Mayflower Compact set up?

They are ruled by all of them only.

democracy

Did everyone have a say in governing Plymouth Colony?

Explain your answer.

everybody got to say.

✱

This student was a great representation of a mid-understanding of the roles citizens play in their government and how democracy came to be.

Tour Site 3: Plymouth, Massachusetts

Circle your group's choice.



One Ruler



Rule by Five Smart People



Rule by Adult Males Only



Rule by People Over Age 10

We chose this option because

- more people get to ~~choose~~ ^{vote}.
- younger than 10 might make more mistakes.

What type of government did the Mayflower Compact set up?

elected
governor

good everyone

choose

signs compact.

Did everyone have a say in governing Plymouth Colony?
Explain your answer.

yes

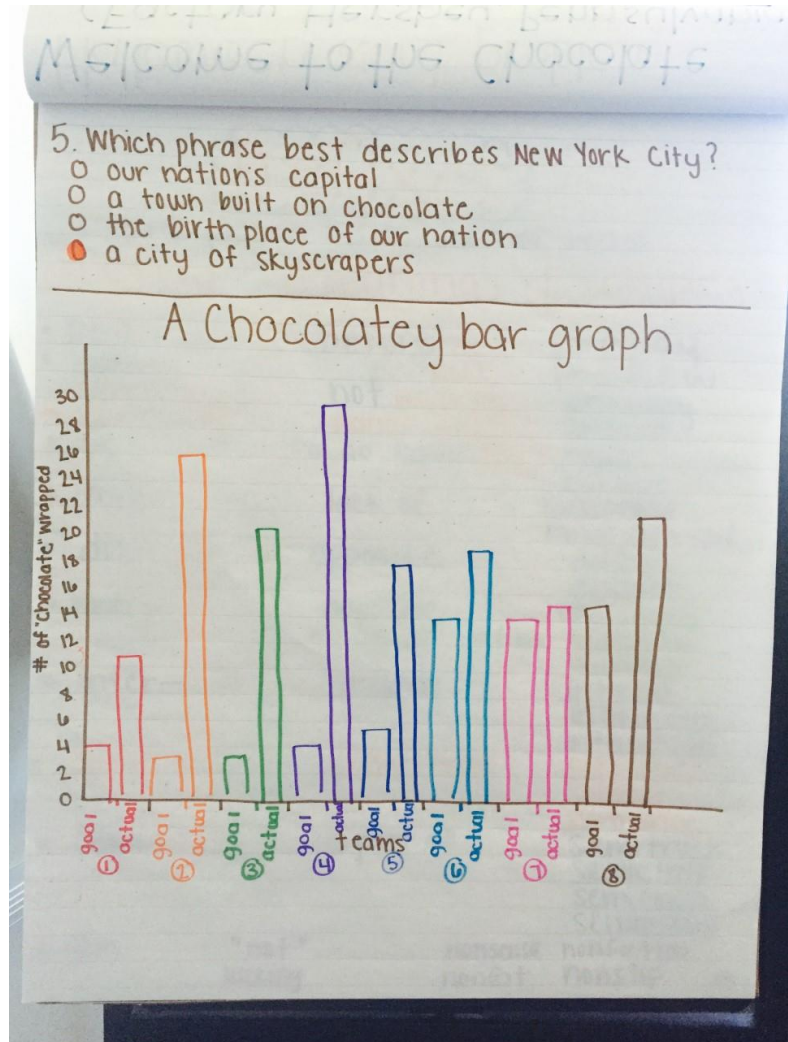
ever prsn got
to say

Although this student scored a perfect score, this particular student has an IEP and was provided extra support when answering the questions. As you can see, the interventionist was able to write what Carter wanted to say in order to accurately depict an understanding of the content and meeting the standard.

Tour Site 7: Hershey Pennsylvania Data

Students receive 1 point for an equation, 1 point for an explanation, and 1 point for having a “goal” and “actual” amount on their “How many more” or “How many less” worksheet adding to a total of 3 possible points.

Student	Score
Parker	3/3 (100%)
Kaydee	3/3 (100%)
Carter F	3/3 (100%)
Logan	3/3 (100%)
Alexa	3/3 (100%)
Ciera	3/3 (100%)
Lexi	3/3 (100%)
Kaidence	3/3 (100%)
Baylee	3/3 (100%)
Kyle	3/3 (100%)
Kasen	3/3 (100%)
McKayla	3/3 (100%)
Angelina	3/3 (100%)
Connor	3/3 (100%)
Mia	3/3 (100%)
Jade	3/3 (100%)
Ben	3/3 (100%)
Austin	3/3 (100%)
Beau	3/3 (100%)
Kellen	3/3 (100%)
Abby	2/3 (66%)
Simon	2/3 (66%)
Giovanni	2/3 (66%)
Xander	2/3 (66%)
Carter S	1/3 (33%)
Average	2.76/3 (92%)




Tour Site 7: Hershey Pennsylvania Student Work

Student Handout 4C

Tour Site 7: Hershey, Pennsylvania

1. Suppose you have a job as a Candy Wrapper. You work eight hours a day, five days a week. Fill in the oval below with a facial expression that describes how you would feel about your job.



Now write two adjectives (words that describe something) that explain your drawing:

Sad

"How many more" or "How many less"

Name: Abby

How many chocolate kisses can you wrap in three (3) minutes?

Goal: 4 Actual: 11

How many less chocolate kisses did you wrap than your goal?

0 Kisses

How many more chocolate kisses did you wrap than your goal?

I made 7 more

11
- 4
= 7

47

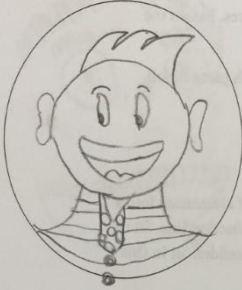
This is an example of a mid-understanding of the expectations of "How many more". This student was able to provide me with how many more chocolate kisses were mass produced than her groups goal, but completed her computation incorrectly.

Giovanni: 11-4-16

Student Handout 4C

Tour Site 7: Hershey, Pennsylvania

- Suppose you have a job as a Candy Wrapper. You work eight hours a day, five days a week. Fill in the oval below with a facial expression that describes how you would feel about your job.



Now write two adjectives (words that describe something) that explain your drawing:

Overjoyed
Merry

- Suppose someone invented a machine to wrap candies. What might be the positives, or good things, about having a machine that wraps candies? What might be the negatives, or bad things, about it? Fill in the chart below.

**Positives About
Machines That Wrap Candies**

**Negatives About
Machines That Wrap Candies**

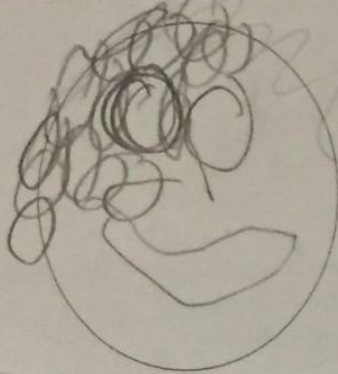
Giovanni Candy Wrapper Adjective Word Bank

Feeling	Drawing	Adjective (pick two(2))
Happy - contento		<ul style="list-style-type: none"> - Elated - Joyful - Merry - Overjoyed
Sad - triste		<ul style="list-style-type: none"> - Pessimistic - Bitter - Unhappy - Gloomy
Tired - cansado		<ul style="list-style-type: none"> - Sleepy - Bored - Exhausted - Fatigued
Mad - enojado		<ul style="list-style-type: none"> - Annoyed - Furious - Irrate - Outraged

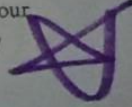
This is an example of an accommodation I made and provided to an ELL student. This student was provided with four different feelings that were translated in his home language, an image, and four adjectives to choose from in order to successfully express how he would feel if he were a candy wrapper.

Tour Site 7: Hershey, Pennsylvania

1. Suppose you have a job as a Candy Wrapper. You work eight hours a day, five days a week. Fill in the oval below with a facial expression that describes how you would feel about your job.



Now write two adjectives (words that describe something) that explain your drawing:

good 

"How many more" or "How many less"

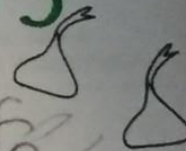
Name: Kike

How many chocolate kisses can you wrap in three (3) minutes?

Goal: 3 Actual: 26

How many less chocolate kisses did you wrap than your goal?

+ 3/3



26 - 3 = 23

How many more chocolate kisses did you wrap than your goal?

we wrapped 23 more chocolate kisses.

Although this particular student scored a perfect score, this student has an IEP and was given the opportunity to go back and correct his math. He was then asked to orally express how many more chocolate kisses he made where the interventionist wrote his words and he was to then copy them down onto the appropriate spot.

Tour Site 7: Hershey, Pennsylvania

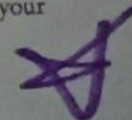
1. Suppose you have a job as a Candy Wrapper. You work eight hours a day, five days a week. Fill in the oval below with a facial expression that describes how you would feel about your job.



Now write two adjectives (words that describe something) that explain your drawing:

Happy

Hungry



"How many more" or "How many less"

Name: Ciera

How many chocolate kisses can you wrap in three (3) minutes?

Goal: 4 Hersheys Actual: 30

How many less chocolate kisses did you wrap than your goal?

+3/3



How many more chocolate kisses did you wrap than your goal?

We made 26 more than our goal.

$$30 - 4 = 26$$

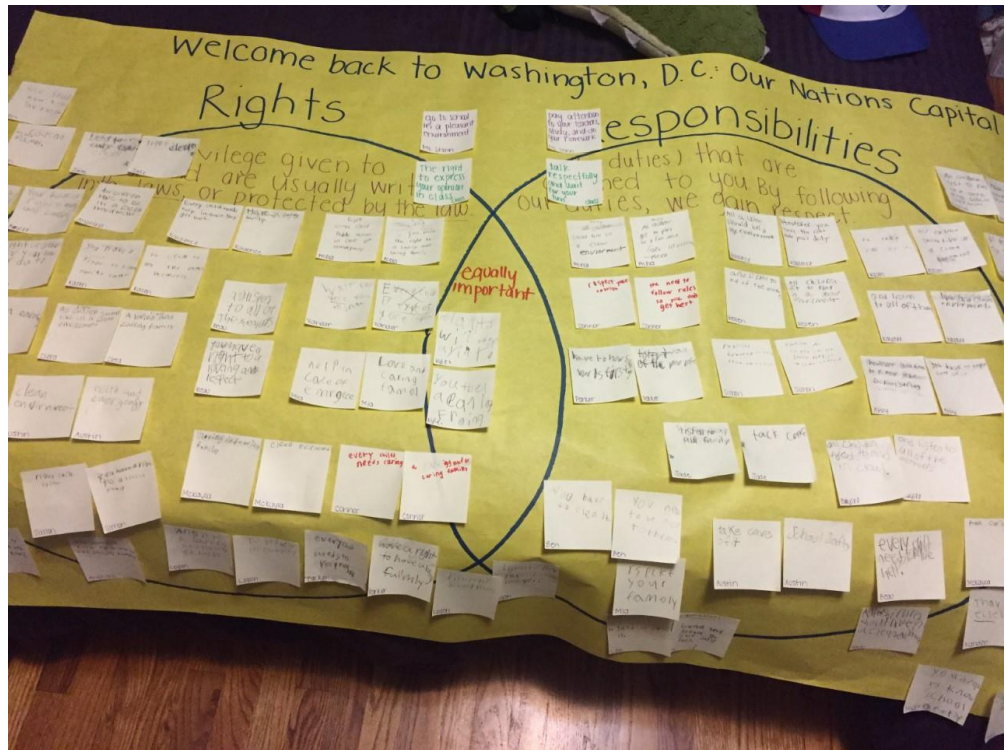


This is an example of a high-understanding of setting a goal, recording an actual amount given the bar diagram, and then writing a "many more" statement using the difference.

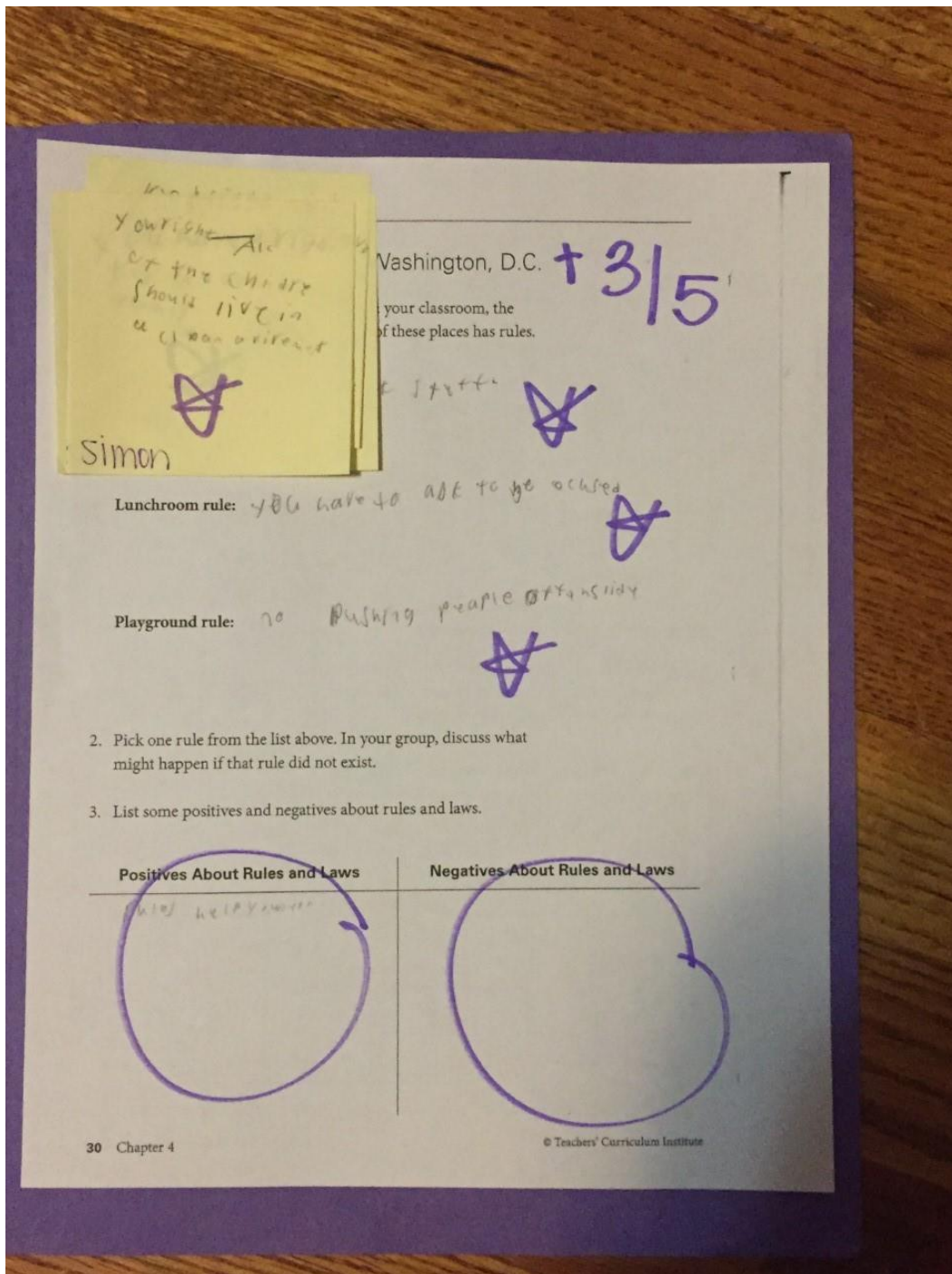
Tour site 9: Nation's Capital, Washington, D.C. Data

Students received 1 point for every right or responsibility they were able to identify from the video and post on the Venn diagram. Students were also given 1 extra point after correctly filling out the worksheet adding to a total of 5 possible points.

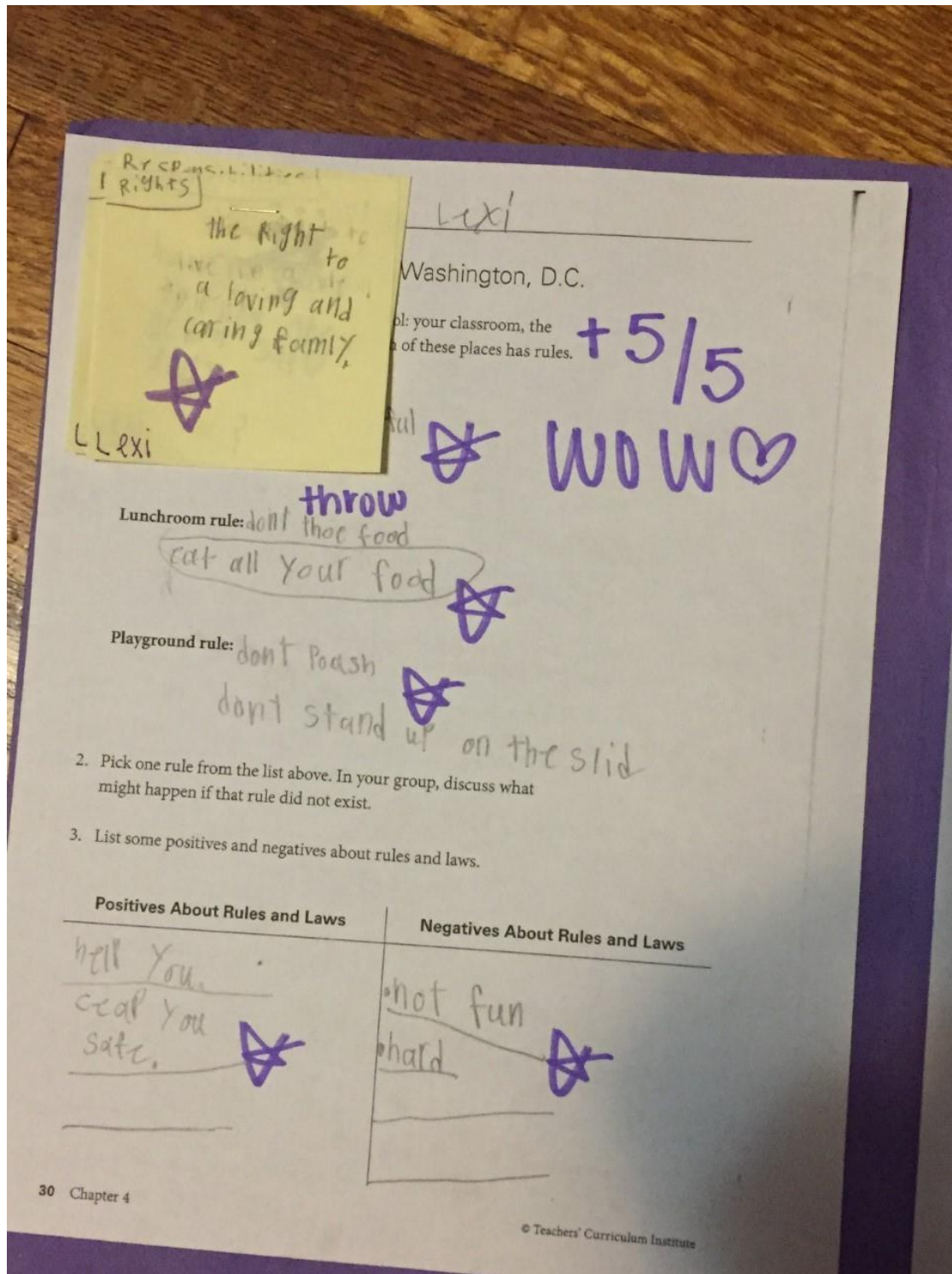
Student	Score
Parker	5/5 (100%)
Carter F	5/5 (100%)
Logan	5/5 (100%)
Abby	5/5 (100%)
Lexi	5/5 (100%)
Baylee	5/5 (100%)
Kasen	5/5 (100%)
McKayla	5/5 (100%)
Alexa	5/5 (100%)
Mia	5/5 (100%)
Jade	5/5 (100%)
Ben	5/5 (100%)
Kellen	5/5 (100%)
Kaydee	5/5 (100%)
Connor	5/5 (100%)
Kaidence	5/5 (100%)
Ciera	5/5 (100%)
Angelina	5/5 (100%)
Kyle	5/5 (100%)
Xander	4/5 (80%)
Austin	4/5 (80%)
Beau	4/5 (80%)
Giovanni	4/5 (80%)
Simon	3/5 (60%)
Carter S	Absent
Average	4.75/5 (95%)



Tour site 9: Nation's Capital, Washington, D.C. Student Work



This is a representation of a student who was able to label some rights or responsibilities, but did not complete the worksheet regarding the advantages and disadvantages of rules (or laws) we have.



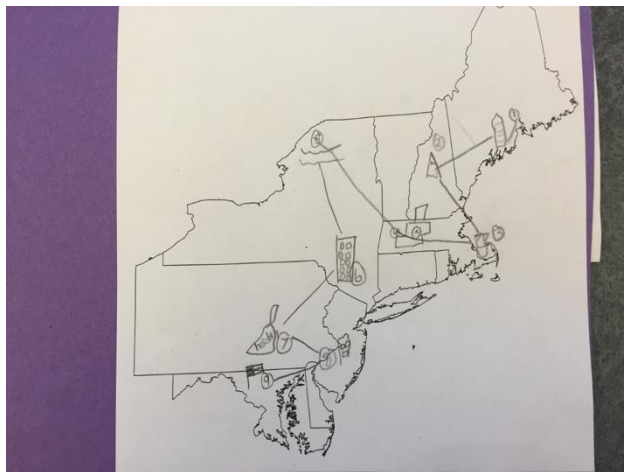
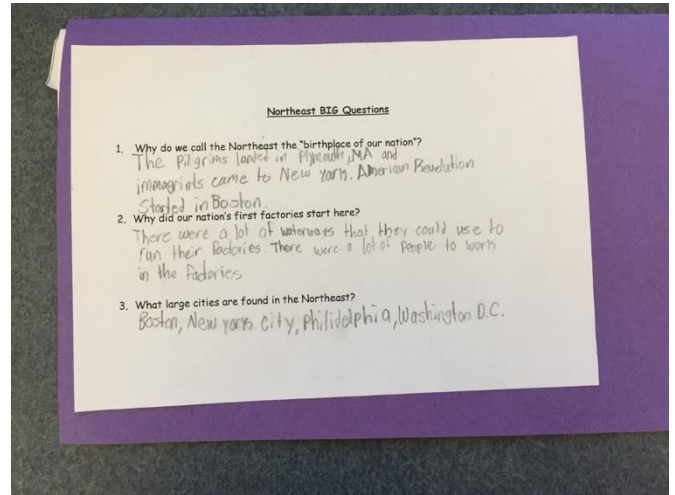
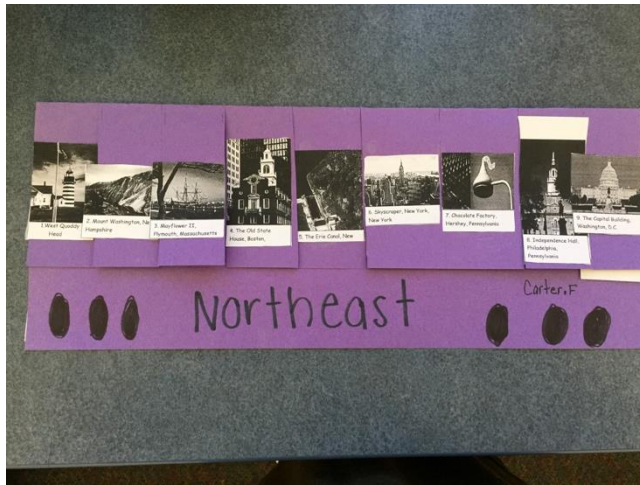
This is an example of high-understanding of the standard demonstrating a relationship between rights and responsibilities. This student also understood her part as a citizen in following rules that are set in the classroom, lunchroom, and playground along with their advantages and disadvantages.

Foldable Rubric and Data

Students were graded in six different categories (BIG questions, Content, Content, Accuracy, Spelling and Proofreading, Neatness and Organization, and Map) out of a 4, 3, 2, and 1 scale. Students are able to earn a total of 24 points.

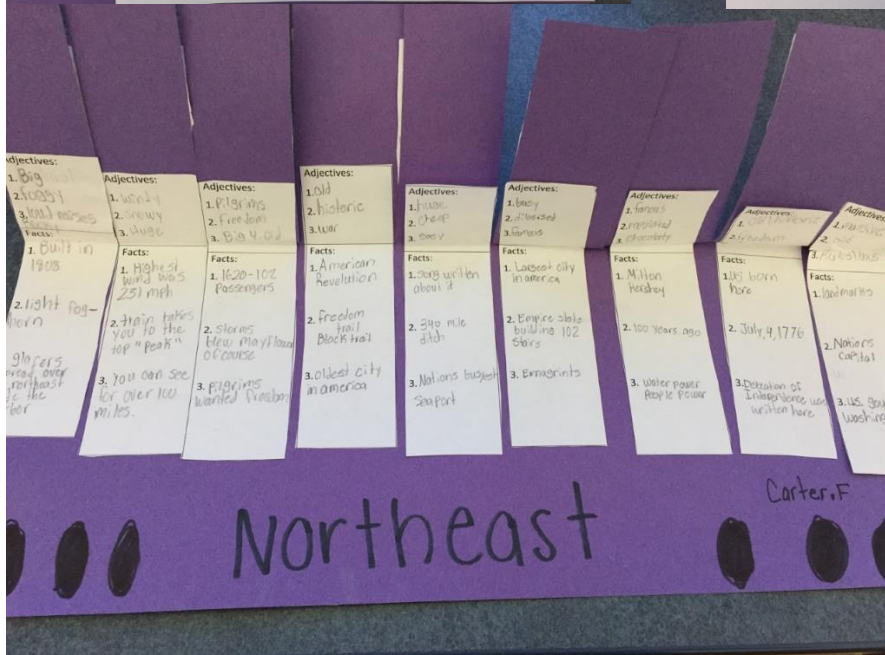
Student	Score
Kaydee	24/24 (100%)
Kaidence	24/24 (100%)
Lexi	24/24 (100%)
Abby	24/24 (100%)
Carter F	24/24 (100%)
Ciera	24/24 (100%)
Parker	22/24 (91.66%)
Alexa	22/24 (91.66%)
Kellen	22/24 (91.66%)
McKayla	22/24 (91.66%)
Baylee	22/24 (91.66%)
Giovanni	22/24 (91.66%)
Jade	21/24 (87.50%)
Logan	21/24 (87.50%)
Connor	20/24 (83.33%)
Angelina	20/24 (83.33%)
Austin	20/24 (83.33%)
Mia	19/24 (79.16%)
Beau	19/24 (79.16%)
Ben	18/24 (75%)
Kasen	18/24 (75%)
Xander	15/24 (62.50%)
Simon	15/24 (62.50%)
Carter S	14/24 (58.33%)
Kyle	13/24 (54.16%)
Average	20.36/24 (84.83%)

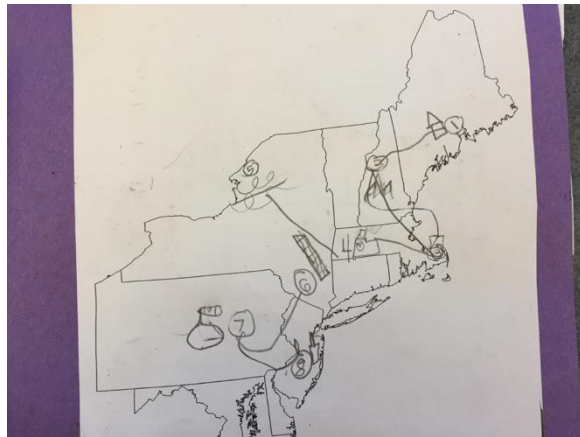
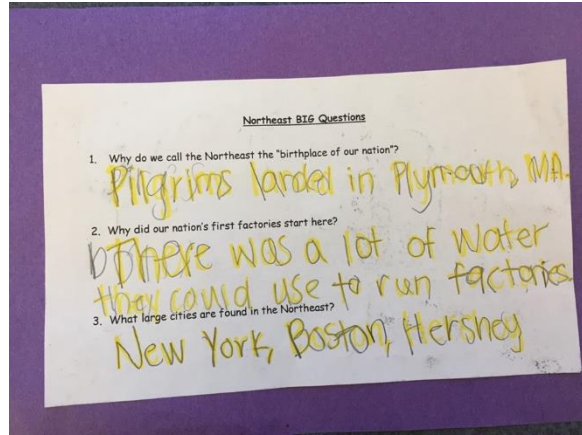
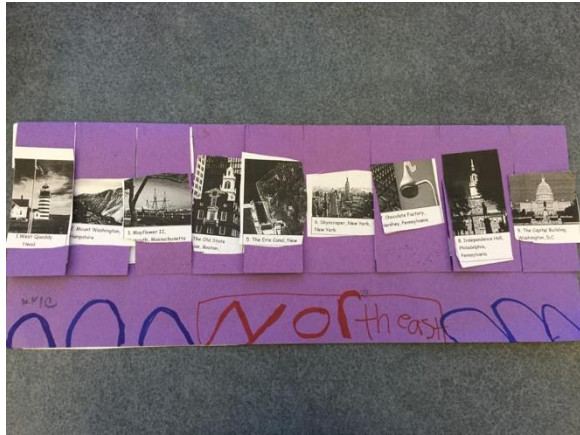
Foldable Student Work



Student Name: **Carter F.**

CATEGORY	4	3	2	1	Teacher Score
BIG Questions	All three big questions are answered correctly and in complete sentences.	All three big questions are answered correctly.	Some of the three big question answers are correct.	None of the three big questions answers are correct.	4
Content	Student has listed 3 adjectives for each stop and 3 facts for each stop.	Student has most adjectives for each stop and/or most facts for each stop.	Student has some adjectives for each stop and/or some facts for each stop.	Student has hardly any adjectives for each stop and/or hardly any facts for each stop.	4
Accuracy	All facts and adjectives in the foldable are accurate.	Most of the facts and adjectives in the foldable are accurate.	Some of the facts and adjectives in the foldable are accurate.	Hardly any of the facts and adjectives in the foldable are accurate.	4
Spelling & Proofreading	No spelling errors in foldable.	No more than 7 spelling errors in foldable.	No more than 15 spelling errors in foldable.	16 or more spelling errors in the foldable.	4
Neatness and Organization	The foldable is exceptionally neat and well organized.	The foldable is mostly neat and organized.	The foldable could be neater and better organized.	The foldable is very difficult to read and poorly organized.	4
Map	The map has all 9 stops labeled correctly.	The map has at least 5 stops labeled correctly.	The map has at least 5 stops labeled correctly.	The map has less than 5 stops labeled correctly.	4
					24 / 24

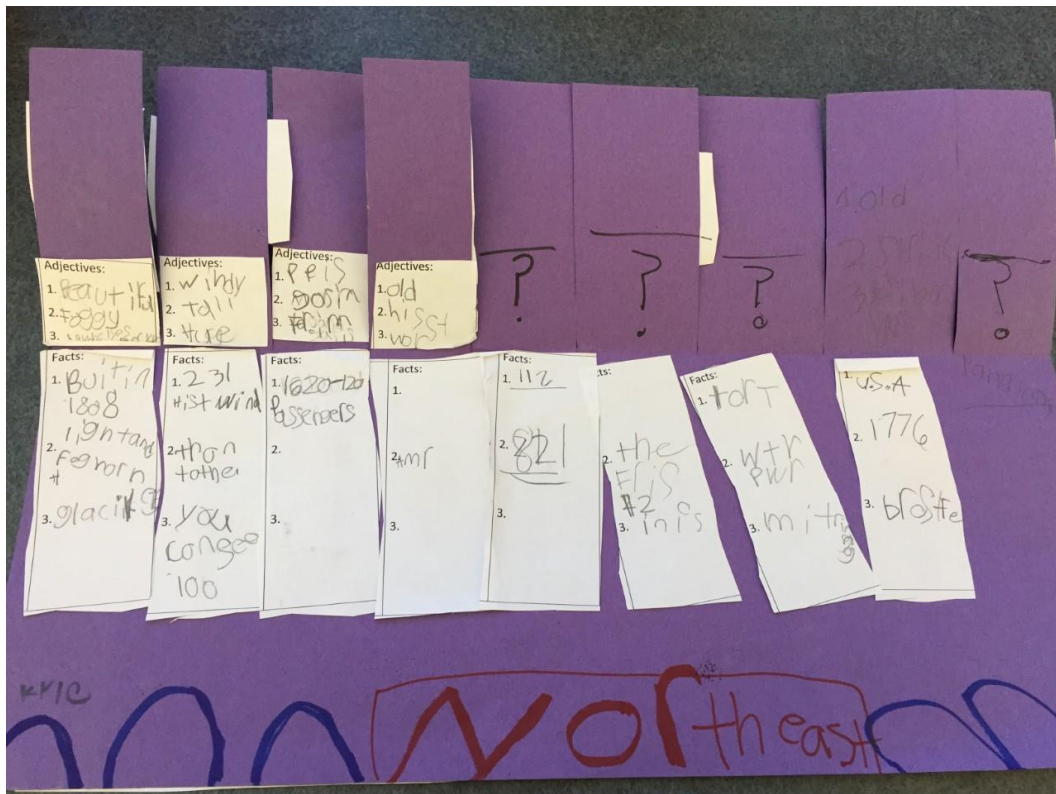


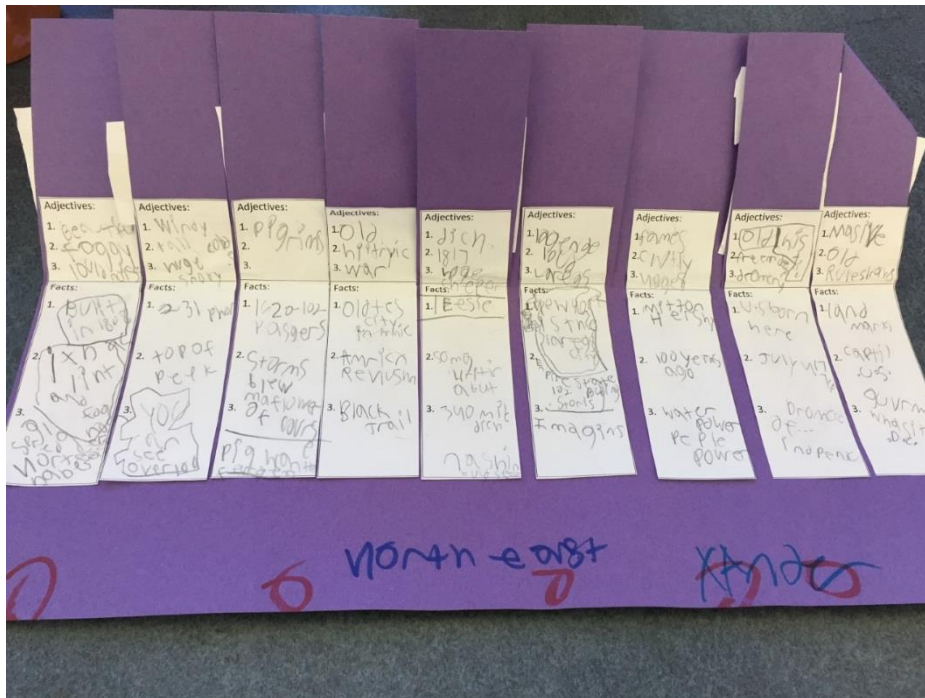
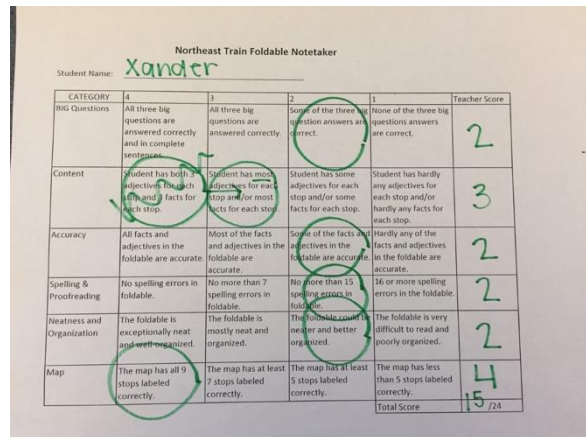
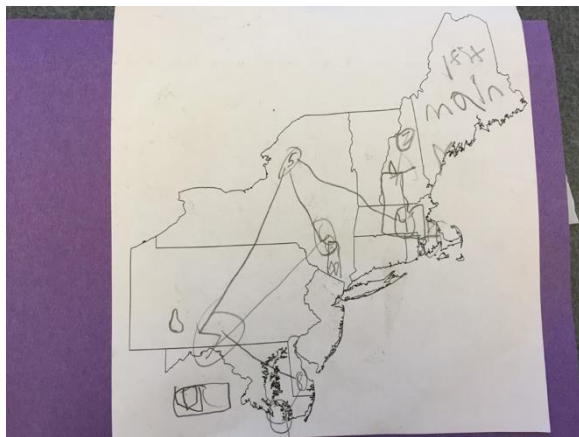
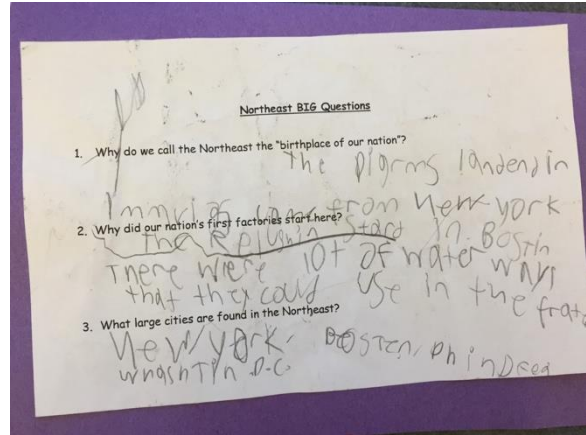
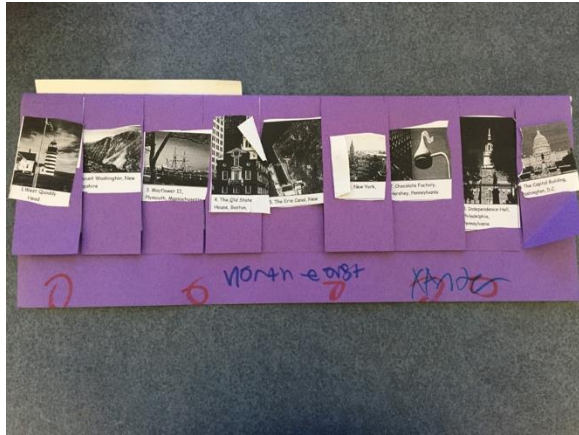


Northeast Train Foldable Notetaker

Student Name: Kyle

CATEGORY	4	3	2	1	Teacher Score
BIG Questions	All three big questions are answered correctly and in complete sentences.	All three big questions are answered correctly.	Two of the three big questions are correct.	None of the three big questions are correct.	2
Content	Student has both 3 adjectives for each stop and 3 facts for each stop.	Student has most adjectives for each stop and/or most facts for each stop.	Student has some adjectives for each stop and/or some facts for each stop.	Student has hardly any adjectives for each stop and/or hardly any facts for each stop.	2
Accuracy	All facts and adjectives in the foldable are accurate.	Most of the facts and adjectives in the foldable are accurate.	Some of the facts and adjectives in the foldable are accurate.	Hardly any of the facts and adjectives in the foldable are accurate.	2
Spelling & Proofreading	No spelling errors in foldable.	No more than 7 spelling errors in foldable.	No more than 15 spelling errors in foldable.	16 or more spelling errors in the foldable.	2
Neatness and Organization	The foldable is exceptionally neat and well-organized.	The foldable is mostly neat and organized.	The foldable is neat and organized.	The foldable is very difficult to read and poorly organized.	2
Map	The map has all 9 stops labeled correctly.	The map has at least 7 stops labeled correctly.	The map has at least 5 stops labeled correctly.	The map has less than 5 stops labeled correctly.	3
					Total Score 13/24





Reflective Essay

I was able to meet all of the Performance-Based Standards for Colorado Teachers through planning, teaching, and assessing student learning before, during, and after instruction.

I was able to meet standard one: Knowledge of Literacy by implementing lots of reading, writing, speaking, viewing, and listening skills throughout my unit. Students read facts from their textbooks and directions on several worksheets as they developed domain specific vocabulary. Students listened to the tour guide as she took them on a specific route throughout the Northeast region. Students wrote adjectives and facts in their foldables for each stop, and answered higher order thinking questions on the worksheets given at stops 3, 7, and 9. Students practiced speaking skills during stop 3 while demonstrating respect for others views and opinions of their peers. More practice of each skill were further developed using the Colorado Model Content Standards in Reading and Writing.

I was able to meet standard two: Knowledge of Mathematics during stop 7: Hershey, Pennsylvania. Specifically, students developed an understanding of number sense when asked to find the difference between their goal and their actual amount of Hershey kisses that were mass produced. More practice of student's mathematical skills were further developed using the Colorado Model Content Standards in Mathematics including using a bar graph to organize data and mathematical reasoning. One way that I could have improved integrating mathematics into my unit would have been to require students to use an "If, Then, Therefore..." statement like they are required to do so during their actual math studies. By applying an "If, Then, Therefore..." statement, I would have been able to truly solidify their abilities to reason with math functions.

I was able to meet standard three: Knowledge of Standards and Assessment by assessing student knowledge through strategic and planned practices. With each assessment, appropriate accommodations were made to ensure that each student was able to demonstrate their knowledge of the standards-based curriculum. These accommodations include word banks and images, read aloud instructions, and extra time to complete the task. Each individual learner was given a short and long term goal. Goals, or learning targets, were planned and assigned to each lesson throughout the unit in order to measure both formally and informally student learning. The entire unit was developed around a long term goal which was modified according to the pre-assessment scores. Once either and/or all informal/formal formative assessments were completed after each lesson, students were given specific feedback in order to improve student performance on meeting the content standards.

I was able to meet standard four: Knowledge of Content specifically to this unit in the following content areas: civics, economics, geography, and history. I was able to utilize content knowledge to ensure student learning above the curriculum and all content areas. The Social Studies Alive! curriculum provided the back bone of my unit, but expert content knowledge was applied in order to enrich and extend student learning. The foldables were an extra addition to student learning that provided a cumulative and organized place for listening, reading, and writing notes. Role playing, the Chocolate bar graph, and the Venn diagram were all extended activities to deepen student critical thinking skills and integrate mathematics into the content area

of instruction. Although I did make a pronunciation mistake of harbors, I believe I demonstrated a proficient level of understanding of content.

I was able to meet standard five: Knowledge of Classroom and Instructional Management. This standard has been specifically addressed in many observations from my cooperating teacher, XXXX, as she has written, “Danielle's classroom management grows with each lesson that she teaches. As she looks to the future, she wants to continue growing her classroom management skills and focus on the balance of time as she takes over the classroom.” Trying to teach in my style but implement strategies the classroom teacher has already put in place has taken some patience and perseverance. The assistant principal, specifically came to observe lesson 9 where I asked her to watch my students during transitions. I was provided with more great feedback as she suggested having less transitions during my lessons which will save me a tremendous amount of time for teaching. She also suggested implementing classroom management styles that fit my own teaching philosophy. One of the many things I admire about my cooperating teacher that fits well in this standard is teaching to the highest students and allow others to rise to the occasion. By raising the academic performance level of the class to a higher level, I will be able to provide those students who have mastered the standard continued growth, and those who are at proficiency levels to be challenged. I have been in close communication with parents as we have finished our train ride around the Northeast through grades posted on synergy and posting encouraging notes on report cards.

I was able to meet standard six: Knowledge of Individualized of Instruction through the many different ways I delivered information and the different avenues I allowed students to learn from. I understand that students have different needs and bring unique experiences to the classroom that need to be considered when planning for student mastery of standards. Students with IEPs, learning disabilities, hyper activity, and English language learners were considered. I applied a wide range of teaching techniques to match each individuals intellectual, emotional, and social level. In order to individualize instruction, directions were read aloud for these students, they were allowed more time while finishing assignments and tests, movement was appropriately incorporated into instruction time, and images and cognates were used whenever applicable. At the end of each lesson, student data was collected, analyzed, and I was held accountable for student growth.

I was able to meet standard seven: Knowledge of Technology by delivering information through Social Studies Alive! voice recordings, videos from YouTube for engagement pieces, document camera for modeling how to record oral information on student foldables, and synergy for parent communication. Voice recordings listened from the Social Studies Alive! website was very engaging and allowed students to follow along in their textbooks where they would learn new vocabulary and reading fluency. YouTube provided a great support for applying new information onto student's background knowledge in an engaging way. For those students who needed extra support with reading and writing skills, the document camera was an extremely helpful technology tool while writing in foldables. The document camera eased stress for the class when a lot of information was presented to them and they only had room for three adjectives and three facts. Lastly, synergy provided a fantastic avenue for me to organize my

grades as well as communicate with parents on what their student is learning about during their social studies block. While technology provided a lot of glows for my unit, there is one grow I would make in order to deepen student understanding and that is for lesson 9. The YouTube video I found that provided examples of rights and responsibilities for students asked for the class to simply recall facts. This lesson was the one that Melissa XXX, my assistant principal, had observed where we spent some time discussing about the basic level of student learning that was witnessed. For next time, I would find an engaging video that provided students with only a right, and I would have students brainstorm their responsibilities given that right. This would force students to really think about rights and responsibilities and the relationship between them, rather than recall basic facts.

I was able to meet standard eight: Democracy, Educational Governance, and Careers in Teaching by giving each student equal respect and time to voice their opinions or share their thoughts on a topic during my unit. When there is a decision to be made, the class always takes a vote because we live in a democratic society where the majority rules. While this democratic ideal is always practiced in the classroom, a specific time where this was most relevant was during tour site 3. Students actually took a vote on who they thought would be the best candidate to rule the class for the day if no teachers had shown up. Positive student behavior is always rewarded with positive points. These points can be gained or loss as a whole group which are determined by how well students have respected the rights of others which are necessary for personal and community well-being.

Overall, I am extremely proud of my capstone project and can demonstrate both qualitatively and quantitatively student growth in all areas of the curriculum, Colorado Content Standards, and Colorado Performance-Based Standards. Options necessary to improve performance I see are geared towards students with exceptional needs. Some of the voice recordings or factual videos listened to, using YouTube, delivered information faster than anticipated for some students. I would find new videos using technology that delivered information in an engaging way while fitting all of my student's needs. Also, the lesson that my assistant principal came to observe could also use some alterations for improvement. In addition to the video as I had mentioned before in standard seven, Mrs. XXX also had wonderings about where I was going to take the lesson. From her perspective, she felt as if the lesson acted more as an introductory to rights and responsibilities and was wondering "How does the content of the lesson influence the intellectual demand (the thinking and reasoning required)?" I plan to genuinely and open-mindedly take all of Mrs. XXX's notes into consideration while planning for future lessons and invite her back in to observe my improvement.