

Social Studies Learning Activities Week Plan Example

Topic: _Settlement **BIG QUESTION:** What did settlers need to survive in Illinois in 1840?

KEY ACADEMIC VOCABULARY (CCSSR4) settlement; pioneer; determination; persistence; problem solvers; challenge

This week's **READING:** timeline of Chicago; drawing of Chicago; settler diaries; map

Answer questions with **EVIDENCE** CCSSR1; **Infer meanings** of words from context CCSSR4; **Use structure of text to identify ideas, locate information** CCSSR15; **Integrate** ideas and information from **different sources** (CCSSR7) then write to **respond to focus question** (CCSSW7)

This week's **WRITING:** constructed response

<i>PREVIEW, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
INQUIRE	INVESTIGATE	INTERPRET	INTEGRATE	INSPIRE
<p>T: I DO Preview and INTRODUCE THE BIG QUESTION <i>Model how to infer what someone needs from timeline.</i></p> <p>WE DO: Find something that settlers thought was a problem. Infer a need.</p> <p>S: YOU DO Read to Learn Collect information to answer question—what did they need?</p> <p>ADVANCED illustrate a page in the text</p> <p>Check for Understanding: Pair/Compare</p>	<p>T: I DO Re-model how to infer needs from drawing of Chicago in 1831 and confirm with timeline.</p> <p>WE DO: Infer a need based on the map.</p> <p>S: YOU DO glossary of this week's words</p> <p>ADVANCED write a comparison/contrast analysis—Settling then, moving to Illinois now.</p> <p>Check for Understanding Learning report.</p>	<p>T: I DO Show how to use fact-inference chart to list inference evidence and needs—what caused the item to be needed?</p> <p>WE DO: Students provide examples for the graphic organizer.</p> <p>S: YOU DO > write based on graphic organizer > complete glossary</p> <p>ADVANCED Make up a quiz about the topic</p> <p>Check for Understanding: Summarize what you have learned; then Pair, Compare</p>	<p>How I'll assess— S: Write constructed response--their answer to the big question—giving examples of needs they inferred. Explain in words with example how to make an inference with evidence.</p> <p>T: I DO I'll clarify based on how they respond to the assessment. Work with class, individuals, small groups based on assessment.</p> <p>ADVANCED: Ask another BIG question about the topic; then exchange; look for information to use in an answer.</p>	<p>T: I DO Guide students needing support—use chart to clarify the topic and skill—chart: fact-based inferences Column 1 Fact Column 2: Inferred need Then write summary.</p> <p>ADVANCED Students who “meet” move to “exceed” -- Students collaborate on writing evidence-based answers to big questions, using graphic organizers, drawings, as well as constructed responses.</p> <p>Synthesis: T: Explain how to create a synthesis of information to support an idea. S: create display about the concept of settlement.</p>
<p><i>Homework:</i> make list of 3 things you think settlers needed to bring.</p>	<p><i>Homework:</i> make glossary—bring in 5 words and pictures that show them.</p>	<p><i>Homework:</i> write a letter—as if you were a settler.</p>	<p><i>Homework:</i> make list of what someone needs to bring to move to Illinois today.</p>	<p><i>Homework:</i> Share your week's progress with your family.</p>