

Social Studies Learning Activities Week Plan Example

Common Core Anchor Reading Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text....

Topic: settlement

BIG QUESTION What did settlers need to survive in Illinois in 1840?

This week’s reading: timeline of Chicago in the 1820-1840s; drawing of Chicago in 1831; settler diaries

Reading Skills/Strategy Emphasized: *inferring cause effect relations; summarize*

Vocabulary: settlement, challenge, collaboration, frontier, pioneer, economy, problem and solution, inference

Writing Emphasis: constructed response—synthesis of learning in response to the BIG question with examples

<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>
<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: pair 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: group Infer a need based on the map.</p> <p>S: YOU DO glossary of this week’s words</p> <p>ADVANCED Make a Venn diagram, then 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: pair 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 pair 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>