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

<table>
<thead>
<tr>
<th>Preview, Model, Interest</th>
<th>Model and Guide</th>
<th>Guide and Go Farther</th>
<th>Assess, Clarify, Advance</th>
<th>Fix, Expand, Finish Well</th>
</tr>
</thead>
</table>
| **T: I DO**  
Preview and INTRODUCE **THE BIG QUESTION**  
**Model how to infer what someone needs from timeline.**  
**WE DO:**  
Find something that settlers thought was a problem. Infer a need.  
**S: YOU DO**  
Read to Learn  
Collect information to answer question—what did they need?  
**ADVANCED**  
Illustrate a page in the text.  
**Check for Understanding:**  
Pair/Compare | **T: I DO**  
Re-model **how to infer needs from drawing of Chicago in 1831 and confirm with timeline.**  
**WE DO:**  
Infer a need based on the map.  
**S: YOU DO**  
Glossary of this week’s words  
**ADVANCED**  
Make a Venn diagram, then write a comparison, contrast analysis—Settling then, moving to Illinois now.  
**Check for Understanding**  
Learning report. | **T: I DO**  
Show how to use fact-inference chart to list inference evidence and needs—what caused the item to be needed?  
**WE DO:**  
Pair Students provide examples for the graphic organizer.  
**S: YOU DO**  
Glossary of this week’s words  
**ADVANCED**  
Make a Venn diagram, then write a comparison, contrast analysis—Settling then, moving to Illinois now.  
**Check for Understanding:**  
Summarize what you have learned; then Pair, Compare | **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.**  
**T: I DO**  
I’ll clarify based on how they respond to the assessment.  
Work with class, individuals, small groups based on assessment.  
**ADVANCED:**  
Ask another BIG question about the topic; then exchange; look for information to use in an answer.  
**Synthesis:**  
T: Explain how to create a synthesis of information to support an idea.  
S: Create display about the concept of settlement. | **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.  
**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.  
**Homework:**  
make list of 3 things you think settlers needed to bring.  
Homework: make glossary—bring in 5 words and pictures that show them.  
**Homework:**  
write a letter—as if you were a settler.  
**Homework:**  
make list of what someone needs to bring to move to Illinois today.  
**Homework:**  
Share your week’s progress with your family.  

---

Center for Urban Education ©2012