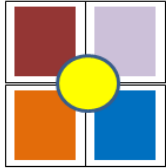


BACKGROUND OF THIS WORK

This model unit using the MISIC Iowa Core English Language Arts/Literacy unit planning template was created through a joint summer 2014 Geographical Alliance of Iowa and Mid-Iowa School Improvement Consortium collaboration. The model units are part of instruction in Social Studies courses in MISIC districts. The intent of the model units is to:

- illustrate the pragmatic value of teaching literacy and Social Studies standards together (cross-training or integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
- demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps.
- to model works in progress.



EQulP Criteria Notes:

- The lesson or unit aligns with the letter and spirit of the Core (regular font)
- A unit or long lesson should include is in italics.

WHY WE WRITE UNITS OF STUDY?

304.2

- To **provide focus** for both teacher and student
- To **build trust and support** with parents that there is a plan
- To **share the learning progression** planned for the students to experience
- To **make visible the alignment** of content, instruction and assessment, as well as materials and resources
- To **allow for making interdisciplinary** connections
- To **necessitate student evidence** of application of knowledge, skills and dispositions rather than mere recall of facts and information
- To **attend to developing students' love for learning**

EQulP Criteria Notes:

- Dimension 1 Alignment to the Depth of the ELA Core is in **red**.
- Dimension II Key Shifts in the Core is in **green**.
- Dimension III Instructional Support is in **purple**.
- Dimension IV Assessment is in **blue**.

Mini-unit as Part of a Long Unit by a SS Teacher (June 2014)

Teacher:

Georgia Gardner - Carlisle

Subject: Geography of the Frontier

Course: US History

Grade:

11

UNIT: Industrialization, Immigration, and the West-Growing Pains

Time Frame: Unit-4 weeks

Lesson -10 days October-November

Description of how this extended lesson fits into the regular unit of study in your classroom: This lesson addresses the nature of the American frontier, and the ongoing interactions between mankind and the adapting environment in which we live and adapt. The unit identifies the rapid growth in multiple domains that occurred in mid to late 1800s America. Prior and later lessons and units focus on: the Columbian Exchange/the significance and symbolism of America as the City Upon a Hill /the importance of owning the land and other legacies left to our American identities because of our ancestors' frontier experience/the impact of the growth of industrialization, immigration, and westward expansion during this time period/the impact of the growth, change, resistance, and "elimination" of the American Frontier/Manifest Destiny/Turner's Frontier Thesis / Competition and Survival of the Fittest/Imperialism/the New Frontier/the Nations Race/Climate Change and Future Solutions.

CURRICULUM / LEARNING TARGETS

- Targets Iowa Core SS Standards.
- Targets a set of grade-level ELA / Literacy CCSS for teaching and learning.**
- Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.

Compelling and Essential Questions / Big Understanding

- Includes a clear and explicit purpose for instruction.

Compelling Questions: Text Set #1: Do you have what it takes? What was/is the frontier? What conditions were present? What resources were present? What opportunities were available? What work was required to make this land productive and livable? What infrastructure developed to encourage and enable settlement? How did the frontier experience shape Americans? How did relationships between family and neighbors help humans deal with survival? How were relationships between family and neighbors impacted by the realities of nature and the struggle for survival? What skills and qualities were of the most importance on the frontier? What activities were valued on the frontier? Could you survive on the frontier? Identify statements of evidence from your own experience that you can directly connect to statements made in the text set, in order to support the stance that you believe to be true.

Text Set #2: Is the relationship that exists between you and Mother Nature more like a battle, or a partnership? Does the environment shape you, do you shape the environment; and should, or can, we achieve a balance between the two? What evidence from texts in the text set seems to suggest a battle? What evidence from texts seems to suggest a partnership? What specific actions should we take today to attempt to conquer and defeat nature, or to become one with

it? Students are able to ask and answer questions, identify and solve problems and evaluate the consequences/implications of alternative actions to be able to make far-reaching personal and community decisions for an environmentally and economically sustainable, and socially just world.	
Code/Iowa Core Source and source used to understand the Targeted Standard	Iowa Core SS and ELA Standards (TARGETED)
SS Content Iowa Core Social Studies History Standards (SS.09-12H.06)	Understand the effects of geographic factors on historical events.
Literacy Iowa Core Reading ANCHOR History/Social Studies (RLH.11-12.1) Unpacked: MISIC Bookmark	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

TEXT SET OVERVIEW

(Note: This unit was created for credit requirements through UNI and that workshop combined two text set models: Odell Education and the Unit Planner)

TEXT SET (texts listed in order of use) ORGANIZE BY INCREASING BACKGROUND KNOWLEDGE AND TEXT COMPLEXITY	<input type="checkbox"/> Selects texts that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B]) <input type="checkbox"/> Increasing Text Complexity: Focuses students on reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. <input type="checkbox"/> Balance of Texts: Within a collection of grade level units, a balance of informational and literary texts is included according to guidelines in the CCSS. <input type="checkbox"/> Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. (Grades 3-5): Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).				
	Text Bibliographic INFORMATION	Text BUILDING CONTENT	Text COMPLEXITY (ELA Appendix A)	STRUCTURE	Type
Purpose: 1) explore a topic, 2) develop concept/theme, 3) examine style (author, genre), 4) provide background, 5) offer perspective (title, citation, URL, description)	Do the texts relate in a purposeful way? What content will be taught with this text?	Do the texts relate in a purposeful way? Do the texts support text complexity and increase over time? Interaction of Lexile, task, theme/topic	Have a variety and balance of text formats and lengths been used? Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N	L	I
1. http://en.wikipedia.org/wiki/Wandere_r_above_the_Sea_of_Fog#cite_note-5 This is an oil painting composed in 1818 by the	Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.	No complexity level for images. The image will prompt students to consider the interconnections between mankind and the land as well as other natural resources of the wilderness. Many of my	Stimulus Text #1 introduces the compelling question for the unit as a whole: What is the appropriate relationship between mankind and nature? Implications – Are we at one with the Wild or are we at battle with it? How are we		✓

<p>German Romantic artist Caspar David Friedrich. This image reflects the Romantic period for the arts as a time when people began to reject the Industrial Revolution and the scientific rationalization of nature.</p>	<p>Theme: Human interaction with the environment.</p>	<p>students will never have considered whether there may be a relationship between these two, let alone what it should be.</p> <p>I will ask that students begin to think about this question, but leave it unanswered for now. They should instead keep an open mind as we consider other texts before they attempt to provide an answer, based on the evidence we find in those texts.</p>	<p>connecting to, and becoming one with nature today? How are we battling Mother Earth and Mother Nature? Which path should we choose if we want to both save Mother Earth and help Mankind?</p> <p>The text-dependent questions of this text piece allow students to compare and contrast the power of the individual and the power of nature and the wild frontier. It also prompts a discussion of cause and effect between the same two “forces.” It suggests that there is an order to nature. It is descriptive.</p>		
<p>2. http://lcweb2.loc.gov/service/pnp/ppmsca/03200/03213v.jpg</p> <p><i>Across the continent, "Westward the course of empire takes its way" 1868</i> – by Currier and Ives - Frontier settlement with school and church, railroad train, Indians, etc.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Images do not have lexile levels.</p> <p>This image will be connected with the next 3 images to depict the changing nature of the frontier as well as the values of those who settled there. Later the ides of “Empire” will play a role as we consider massive human impact to natural places.</p>	<p>Background Text #2 is a narrative painting. It shows students the wild frontier and the civilized frontier and conveys strong messages about the value and fate of each through light and darkness, and through perspective. It shows sequence and order and is descriptive. It will later be useful for Compare/contrast.</p>		✓
<p>3. http://www.archives.gov/research/american-cities/</p> <p>Panorama of Helena, Mont., in 1870. Photograph by William H. Jackson.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Images do not have lexile levels.</p> <p>This precedes the completion of the Northern Pacific RR that the next Helena map image indicates, along with many other “improvements” in just over decade of time.</p>	<p>Background Text #3 is a photograph that also introduces students to the rugged civilized frontier converging onto the wild frontier. This 1870 photo of Helena, Montana shows rapid unplanned growth of frontier settlements following gold discoveries. Students see the bold impact of human interaction with the natural environment. It shows sequence and order and is descriptive. It will later be useful for Compare/contrast.</p>		✓
<p>4. http://www.loc.gov/item/98688630/</p> <p>Read the bibliography at this site and use the magnifier to look closely at the RR map of the United States in 1879, particularly moving from the North Central U.S. to the North West.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Images do not have lexile levels.</p> <p>This image asks students to consider how people arrive in Helena, Mt, the Northwest, prior to the completion of the RR. Students will see Helena after RR completion in the next image to see how the RR impacted the environment so quickly and dramatically as it brought more people quicker, with fewer obstacles in their way.</p>	<p>This relief map text shows the topographical features of the frontier land that we are considering in mid to late 1800s, in contrast to the features of their own environment. It shows sequence and order and is descriptive. It will later be useful for Compare/contrast.</p>		✓
<p>5. http://www.loc.gov/item/75694670/</p> <p>Go to this site and use the magnifier to view this panoramic map of Helena, Montana in 1883.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Images do not have lexile levels.</p> <p>This image is 1883 Montana. Students see the widespread changes brought about over the 13 years elapsed from the hard looking “city” of the photo of Helena in Text # 3 in 1870.</p>	<p>Text #5 is a panoramic map of the city of Helena, Mt. from above and at an angle. This was a common map form of the period to attract travelers and business to a city. Some of the corners may contain images that are prospective as well as descriptive. The text deals increasingly with the infrastructure of a manmade environment. It shows sequence and order and it is descriptive.</p>		✓

<p>6. http://www.pbs.org/wnet/frontierhouse/frontierlife/essay1.html</p> <p><i>Uncle Sam is Rich Enough to Give us All a Farm</i></p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Lexile 1260L</p> <p>Text level is high for first printed text, but it is shown on a PBS site lesson plan listed for middle school grades, so scaffolding can easily be accomplished for students in Grade 11. Also, students have been gaining experience looking at details in images to become prepared for finding details in printed text.</p>	<p>Text # 6 introduces the Homestead Act and the conditions that Homesteaders would have to face on the frontier to get their “free” land.</p> <p>In addition, push and pull factors can be introduced here to help students think about what resources and opportunity existed on the frontier, addressing cause and effect of population changes, and solutions to problems faced by too many people proportional to opportunities in eastern territories.</p>	<p>✓</p>
<p>7. http://www.wrcc.dri.edu/cgi-bin/cliF30.pl?mth_ele</p> <p>NOAA Western Regional Climate Center Precipitation Table for Helena Montana</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>No lexile level for images.</p> <p>This chart is not difficult so it is a good starting chart to introduce chart reading to students before we get to more complex charts later in the second text set.</p>	<p>This informational chart shows climate for Helena over 3 decades through 1990. Students will consider the challenges of frontier climate in Montana, compare it to their own and identify the solutions that settlers would have to make to survive on the frontier and complete their homesteading requirements to get and keep their land.</p>	<p>✓</p>
<p>8. https://www.youtube.com/watch?v=IFFnPD6pl44</p> <p>An engaging 2001 PBS documentary <i>Frontier House</i> where students are allowed to relate to people of their own age and generation on the American Frontier. Three modern families travelled back to 1880s Montana to immerse themselves into a frontiersman’s struggles and victories without the assistance of any modern technology. Students will consider what it would be like to struggle with life on the frontier, but without the same life and death risks as the early ‘frontiers-teens’ might have faced.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>This documentary video was produced by PBS to engage a general television audience. The accompanying lesson plans created for the PBS site are listed for middle school grades, so although the video’s text complexity level is unknown, this should be a good early discussion piece for an 11th grade US History class.</p>	<p>Informational Text #8 involves a modern day historical experiment designed to engage modern American students to think about what Americans did to survive on the frontier.</p> <p>It will also provide clarity about how the frontier shaped Americans as they in turn shaped the frontier, quickly and dramatically</p> <p>Students will also have an opportunity to see that frontier life provided far more than economic opportunity. Students also will see the human emotion and will in a form that printed text doesn’t display.</p> <p>It involves both descriptive and narrative elements.</p> <p>It involves problems and solutions as well as cause and effect.</p>	<p>✓</p>
<p>9. https://www.census.gov/dataviz/visualizations/001/</p> <p>US Census Map titled <i>Following the Frontier Line, 1790 to 1890</i>.</p> <p>The timeline shows population changes by decades.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>No Complexity level for interactive map. Students will click on each decade to see how much change occurred from 1790 to 1800, etc. This growth and overtaking of the west is the theme for the next few texts.</p>	<p>Interactive map (text #2), students will look at a big picture view of the population growth across the continent. The goal of this text set is that students will learn about what it takes to make it on the frontier, the way that humans interacted with the environment on the frontier, and the way that the environment shaped Americans also.</p>	<p>✓</p>
<p>10. http://www.animatedatlas.com/movie.html</p> <p><i>Growth of America</i> Interactive Map Graphic-Narrated (an animated atlas of the growth of</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p>	<p>No complexity level established. This is very basic background information to assist students to further their understanding of the rapid expansion of frontier living in</p>	<p>Informational Text #3 is a big picture view of growth and the rapidly moving frontier. In a later interactive map (in Text Set #2), students will look at a big picture view of the population growth across the continent. The narration and animation show the student chronology, sequence and order, as</p>	<p>✓</p>

<p>America</p> <p>The narration and the map both work together to help students follow the expanding American nation. Historical events are interwoven to provide context for the expansion.</p>	<p>Theme: Human interaction with the environment.</p>	<p>America and its impacts.</p>	<p>well as cause and effect of settlement and growth.</p> <p>It involves both descriptive and narrative elements.</p>		
<p>11. http://www.archives.gov/denver/education/materials/lessons-montana.pdf</p> <p>This 1876 letter was written by B. F. Potts, the Governor of Montana Territory in the immediate aftermath of the battle killed in what is now known as the Battle of the Little Bighorn.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Letter lexile is 1220L. The language of this may be more difficult for students than the lexile represents due to writing conventions in 1876, but it is short, so the teacher can scaffold the activities to help students prepare to analyze the text.</p>	<p>This text illustrates the fear that existed in Montana Territory concerning how other Native American tribes might react to the news of Custer's defeat. This letter signals to Indian populations that the U.S. government will not allow the indigenous people to continue to fight off the end of their dominance of these lands.</p>	✓	✓
<p>12. https://archive.org/details/vigilante-daysway00lang</p> <p><i>Vigilante Days and Ways: The Pioneers of the Rockies. The Makers and Making of Montana, Idaho, Oregon, Washington, Wyoming</i> (1893) by Nathaniel Pitt Langford</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Lexile is 1750L-very high for juniors in high school. Students will need teacher read-aloud and a good deal of pair, and group work on details and evidence before writing and paraphrasing on their own. Because of chronology, this text piece must be included here, but it will have to be dissected by the large group quite a lot.</p>	<p>This article details the exploits of frontiersmen and the extreme nature of their encounters. Students are asked evaluate the comparison made by the author between the frontiersmen's and the Napoleonic French in their attempt to conquer the world. This will be the first text students read that clarifies the goal of frontier settlers. Their intent is to do more than settle the frontier. The author is clear that they intend to conquer the nature of all that is the West.</p>	✓	
<p>13. http://en.wikipedia.org/wiki/Montana#CITEREFCensus_Bureau2010</p> <p>Decennial U.S. Census data for Montana from 1870 to 2010.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>No lexile for charts.</p> <p>This is reinforcement that Americans are "conquering" western lands and peoples.</p>	<p>From the previous 3 texts, students see that the settlement of the western frontier is well underway with all obstacles being removed or conquered. With the Native population subverted in the West, with law and order established by the military and town leaders, and with the advent of the RR, immigrants and Eastern settlers will quickly converge on the Western frontier lands unopposed. In the second text set, students will see how larger population centers impact the environment. From 1870 on, this becomes true in most parts of the U.S., as indicated by Turner in the text that follows.</p>		✓
<p>14. http://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf</p> <p>Excerpts from Frederick Jackson Turner's Frontier Thesis.</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction with the environment.</p>	<p>Lexel is 1370L for the full text of Turner's speech. This version is less complex because it involves short but focused excerpts to lead students to the detail and overall message of the 1893 speech.</p>	<p>Turner clarifies the qualities that he believes are a product of our moving frontier experience, and what that means for America's future experience with frontiers. Ultimately and unwittingly in 1893, Turner introduces the quality that will have the greatest ecological impact on future frontiers and current environmental conditions.</p>	✓	
<p>15. http://www.jacklondon.net/Media/To_Build_a_Fire_Priever.html</p> <p>Jack London's narrative <i>To Build a Fire</i> (1902/rewritten 1908) introduces the battle</p>	<p>Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.</p> <p>Theme: Human interaction</p>	<p>Complexity is 1070L. Students will read along as instructor models through Read Aloud of the first 75 lines. The short story is several pages long and students can read more at the link if they wish, but we will focus mainly on the first 75 lines to start, and on later on</p>	<p>Stimulus/Background/Informational Text #3 follows from Turner's conclusion that Americans will continue to search for, and conquer, new frontiers, this time in the Alaskan wilderness. This text again introduces the compelling question of Text Set # 1: What would it take to survive on the frontier, but goes a step further to detail a stark image of how quickly one can lose in</p>	✓	

<p>to survive against the power of nature in a currently still untamed American frontier.</p>	<p>with the environment.</p>	<p>excerpted lines that relate the story and themes well.</p>	<p>the bid to survive. It also introduces the relevance for the unit as a whole related to the compelling question for Text Set #2: What is the appropriate relationship between mankind and the environment in those frontier spaces that still exist today, for example in Alaska? The text is narrative and involves problem/solution as well as cause and effect.</p>
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L = Literature

I=Informational

Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative

TEXT 1 PLAN

TEXT 1 <i>(Note: This unit was created for credit requirements through UNI and that workshop combined two text set models: Odell Education and the Unit Planner)</i>	<input type="checkbox"/> Selects texts that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B])			
<input type="checkbox"/> Increasing Text Complexity: Focuses students on reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.				
<input type="checkbox"/> Balance of Texts: Within a collection of grade level units, a balance of informational and literary texts is included according to guidelines in the CCSS.				
<input type="checkbox"/> Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. (Grades 3-5): Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).				
Text Bibliographic INFORMATION	Text BUILDING CONTENT	Text COMPLEXITY (ELA Appendix A)	STRUCTURE	
Purpose: 1) explore a topic, 2) develop concept/theme, 3) examine style (author, genre), 4) provide background, 5) offer perspective (title, citation, URL, description)	Do the texts relate in a purposeful way? What content will be taught with this text?	Do the texts relate in a purposeful way? Do the texts support text complexity and increase over time? Interaction of Lexile, task, theme/topic	Have a variety and balance of text formats and lengths been used? Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N	
			Type	
			L	I
http://en.wikipedia.org/wiki/Wanderer_above_the_Sea_of_Fog#cite_note-5 This is an oil painting composed in 1818 by the German Romantic artist Caspar David Friedrich. This image reflects the Romantic period for the arts as a time when people began to reject the Industrial Revolution and the scientific rationalization of nature.	Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings. Theme: Human interaction with the environment.	No complexity level for images. The image will prompt students to consider the interconnections between mankind and the land as well as other natural resources of the wilderness. Many of my students will never have considered whether there may be a relationship between these two, let alone what it should be. I will ask that students begin to think about this question, but leave it unanswered for now. They should instead keep an open mind as we consider other texts before they attempt to provide an answer, based on the evidence we find in those texts.	Stimulus Text #1 introduces the compelling question for the unit as a whole: What is the appropriate relationship between mankind and nature? Implications – Are we at one with the Wild or are we at battle with it? How are we connecting to, and becoming one with nature today? How are we battling Mother Earth and Mother Nature? Which path should we choose if we want to both save Mother Earth and help Mankind? The text-dependent questions of this text piece allow students to compare and contrast the power of the individual and the power of nature and the wild frontier. It also prompts a discussion of cause and effect between the same two “forces.” It suggests that there is an order to nature. It is descriptive.	

WRITING ASSIGNMENTS	Type				<input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. <input type="checkbox"/> <i>Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5.</i>
	A	E	N	R	
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Paired with Text 1: Student pair captions created to answer guiding ?s.		✓		✓	

A= Argument E= Explanatory / Informational N= Narrative R= Research

Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative

TEXT-BASED QUESTIONS

- Text-Based Evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media).**
- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.

Source/page	Question(s)
http://en.wikipedia.org/wiki/Wanderer_above_the_Sea_of_Fog#cite_note-5	What is the topic of this image?
	What elements of this image stand out to you as the most vivid or powerful?
	What mood is the artist trying to establish?
	Where is this man?
	From his appearance, what can you say about the man or the weather?
	What type(s) of power is displayed here?

INSTRUCTIONAL STRATEGIES

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. <input type="checkbox"/> <i>Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</i> | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.</i> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts. <input type="checkbox"/> <i>Includes a progression of learning where concepts and/or skills advance and deepen over time. (May be more applicable across the year or several units).</i> | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.</i> <input type="checkbox"/> Addresses instructional expectations and is easy to understand and use. |
|--|---|---|

Instructional Strategies and Activities	Standard
Introductory analogy to CSI with supporting evidence.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RLH.11-12.1
Preview texts.	
Examine image in small groups.	
Class discussion and summarizing with guiding questions and text specific questions.	
Student pair captions created to answer guiding questions.	

(Note: This unit was created for credit requirements through UNI and that workshop asked for the participants to note the difference between Tier II and III words but the unit planner does not. The key is to list words necessary for comprehension of the text and to building the content tied to the unit/lesson content.

ACADEMIC VOCABULARY (Tier III Vocabulary or Content-Specific Words)

Vocabulary is a major focus in the intent of the Iowa Core Literacy standards. Vocabulary knowledge is the most important factor in comprehension. Teaching content-specific vocabulary has an effect size of .97 or 33% increased comprehension. By age 3 less advantaged students have heard 30 million fewer words than their advantaged peers. By age 5 the advantaged student may have twice as many vocabulary words in their listening vocabulary. Thus vocabulary is crucial PreK-12. The average 6th grader knows 25,000 words. The average high school graduate knows 50,000 words. That boils down to 8 words a day, 7 days a week, 52 weeks a year with no time off (U of Minn. Mike Graves).

Watch the video link at <http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary> to learn why this is an important shift in the core. The rationale for this shift is: Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (Tier 3) and the general academic vocabulary (Tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings.

A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the

repeated exposure in multiple context students will not learn the connections between important words. What Can We Do: wide reading in content areas; direct instruction on crucial terms that are conceptually difficult, related to other words, important to assignment, important to general utility; use verbal and non-linguistic representations to learn words; use words. An old but good strategy for teaching/learning vocabulary is still Marzano's six steps at http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf

Note Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards.

Students need to build the number of words they know and understand. The Tier 3 (Isabel Beck) of words are discipline specific words like circumference, hydraulic, neurotransmitters, lagging.

☐ Focuses on building students' academic vocabulary in context throughout instruction.**

Text (the less cognitive energy students must spend figuring out the words on the page, the more energy they can spend figuring out what the text means)	Words to Front-Load Direct instruction on crucial terms that are conceptually difficult, related to other words, important to assignment, important to general utility	Page	Words Using Context Clues <ul style="list-style-type: none"> <u>Definition</u> – right in the sentence (<i>When the sun hits its zenith, which means right overhead, I could tell it was noon by the tremendous heat.</i>) <u>Synonym</u> – uses a familiar word (<i>Captain Jackson's uniform was impeccable. In fact, it was so perfect that she always had the highest score during inspection.</i>) <u>Antonym</u> – uses a word nearly opposite in meaning (<i>The soldier was very intrepid in battle, although the person next to him was quite cowardly.</i>) <u>Example</u> – several words or ideas that are examples (<i>Tigers, lions, panthers, and leopards are some of the most beautiful members of the feline family.</i>) <u>General</u> – general clues to meaning (<i>She wore bright-colored clothes and had an unusual hairstyle. She spoke loudly and thought she was important. People said she was ostentatious.</i>) 	Page	Instructional Methods Nagy and Scott (2000): <ul style="list-style-type: none"> Doesn't rely on definitions Assures both linguistic and nonlinguistic evidence of knowledge Involves the gradual shaping of words meanings through multiple exposures(7-14) Includes the teaching of word parts to enhance students' understanding Requires different types of instruction for different types of words Provides opportunities for students to talk about the words Allows students to "play" with words Focuses on key terms that will positively impact academic success Ex. Frayer Method Ex. Free Wheelin Ex. The Five Step Process Ex. My Personal Vocabulary List
Oil painting by the German Romantic artist In definition	Romanticism Enlightenment	3 3	Definition in vocab box. Contrast to Enlightenment with examples of each.		Provides opportunities for students to talk about the words. Includes the teaching of word parts to enhance students' understanding.

ACADEMIC VOCABULARY (Tier II Vocabulary or Vocabulary of a Mature Reader)

Tier 2: Academic Vocabulary are words far more likely to appear in written texts than in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk:

- words from informational text like analyze, relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious
- words from technical texts like calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative
- words from literary texts; misfortune, dignified, faltered, unabashedly, declarative, plot, style

Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE. Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text.

A good guide for selecting Tier II words can be found at <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf> or go to <http://vocablog-plc.blogspot.com/> for a great set of criteria from Frey and Fisher.

David Conley writes that there are five major cognitive strategies success after high school require. They relate to key verbs in the Iowa Core ELA.

- Problem Formulation:** Develop
- Research:** Examine, Conduct, Gather, Interact
- Interpretation:** Analyze, Comprehend, Determine, Develop, Draw, Evaluate, Infer, Integrate, Interpret, Reason, Summarize
- Communication:** Argue, Assess, Cite, Collaborate, Convey, Demonstrate, Organize, Produce, Publish, Support, Write
- Conclusion/Accuracy:** Edit, Rewrite, Style

He also writes about how the above key strategies have different processes in different contents that make the following crucial vocabulary.

Verbs

Analyze, Annotate, Anticipate, Compare, Compile, Define, Derive, Discern, Excerpt, Extract, Foreshadow, Frame, Generate, Hypothesize, Incorporate, Integrate, Locate, Model, Modify, Note, Outline, Persuade, Portray, Preclude, Presume, Prove, Recall, Refer, Rephrase, Review, Show, Specify, Suggest, Validate, Verify

Adjectives and Adverbs

Arguable, Authentic, Coherent, Concise, Consistently, Credibly, Cumulative, Equivalent, Expository, Figurative, Frequently, Indirect, Intermittent, Invariably, Likely, Objective, Optional, Plausible, Possible, Primarily, Rarely, Regular, Requisite, Responsible, Significant, Specifically, Subjective, Succinct, Typically

Nouns

Acronym, Analogy, Argument, Caption, Characteristic, Chronology, Detail, Diction, Effect, Factor, Genre, Header, Intent, Irony, Method, Passage, Relationship, Root, Sequence, Significance, Simile, Strategy, Structure, Symbol, Synonym, Theme, Topic, Trait, Viewpoint

☐ Focuses on building students' academic vocabulary in context throughout instruction.**

Text (the less cognitive energy students must spend figuring out the words on the page, the more energy they can spend figuring out what the text means)	Words to Front-Load	Page	Words Using Context Clues <ul style="list-style-type: none"> • <u>Definition</u> – right in the sentence (<i>When the sun hits its zenith, which means right overhead, I could tell it was noon by the tremendous heat.</i>) • <u>Synonym</u> – uses a familiar word (<i>Captain Jackson's uniform was impeccable. In fact, it was so perfect that she always had the highest score during inspection.</i>) • <u>Antonym</u> – uses a word nearly opposite in meaning (<i>The soldier was very intrepid in battle, although the person next to him was quite cowardly.</i>) • <u>Example</u> – several words or ideas that are examples (<i>Tigers, lions, panthers, and leopards are some of the most beautiful members of the feline family.</i>) • <u>General</u> – general clues to meaning (<i>She wore bright-colored clothes and had an unusual hairstyle. She spoke loudly and thought she was important. People said she was ostentatious.</i>) 	Page	Instructional Methods Nagy and Scott (2000): <ul style="list-style-type: none"> ● <i>Doesn't rely on definitions</i> ● <i>Assures both linguistic and nonlinguistic evidence of knowledge</i> ● <i>Involves the gradual shaping of words meanings through multiple exposures(7-14)</i> ● <i>Includes the teaching of word parts to enhance students' understanding</i> ● <i>Requires different types of instruction for different types of words</i> ● <i>Provides opportunities for students to talk about the words</i> ● <i>Allows students to "play" with words</i> ● <i>Focuses on key terms that will positively impact academic success</i> Ex. Frayer Method Ex. Free Wheelin Ex. The Five Step Process Ex. My Personal Vocabulary List
	NA		NA		

SCAFFOLDING for SUCCESS

☐ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.	☐ Provides extensions and/or more advanced text for students who read well above the grade level text band. ☐ <i>Gradually removes supports, requiring students to demonstrate their independent capacities. (May be more applicable across the year or several units).</i>	☐ Integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.
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Scaffolding / Intervention Strategies:

ELL and Below Grade Level: Students encounter visual images first, scanning for details, then multi-media texts for the same. Before they encounter print texts, they have already begun to build analysis skills through visual learning experiences. The printed texts are sequenced to move from less to increasing levels of difficulty through lexile levels, writing conventions, and vocabulary. Vocabulary is front-loaded with both Tier II and Tier III words. Most texts are short, and focused through text-dependent guiding questions that move from more general to more content specific detail. Most writing assignments go through processing before enhanced quality evidence-based response is achieved. Students have multiple opportunities to work with text and peer pairs or teams first, before they are asked to paraphrase text on their own. Graphic organizers are used for students who need them to make connections between texts and to visualize the relationships and interactions between the conditions being studied. Teacher models reading and analysis skills through “read-alouds” and “think alouds.”

Above Grade Level: All students have links to complete texts for more extended and deeper access to advanced level texts in the student’s interest area, so advanced students can read and explore further and are not left waiting while other students “catch up.” Gifted learners are not required to do “more” work, but rather are invited and “stretched” to delve deeper into the texts that they find most engaging. The text set asks students to think freely and creatively allowing open-ended thinking while still enforcing evidence-based claims. This represents the real-world, problem solving thought process component, suggested for advanced learners. They also, as in the description above, are allowed the opportunity to think aloud and discuss multiple perspectives with peers to evaluate and consider the many claims out there, before refining their own position to produce an enhanced quality evidence-based response.

ASSESSMENT: *The lesson/unit regularly assesses whether students are mastering standards-based content.*

- | | | |
|---|--|--|
| <input type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). | <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.
<input type="checkbox"/> Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting student performance. | <input type="checkbox"/> <i>Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.</i>
<input type="checkbox"/> <i>Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation. (May be more applicable across the year or several units).</i> |
|---|--|--|

Assessments:	Type				Standard
	P	F	S	SA	
Student captions and paraphrases can be reviewed as pre-assessments for close reading, analysis of details, and writing.	✓	✓			RLH.11-12.1
Reflective conversations allow students to self-assess as well as revise.		✓		✓	RLH.11-12.1

P = Pre-Assessment F = Formative S = Summative SA = Self-Assessment

COMMENTS / NOTES:

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TEXT SET

MISIC/UNI

Writing in the Social Studies Classroom

Georgia Gardner

Title - *Man vs. Mother Earth: Win, Lose, or Draw?*

Compelling Question: Is the relationship that exists between you and Mother Nature, a battle, or a partnership?

Themes: Land-Impact of the Growth, Change, Resistance, and Reduction of the American Frontier Ties to: City on a Hill/Manifest Destiny/Frontier Thesis / Competition and Survival of the Fittest/Imperialism/Common Enemy/New Frontier

GOALS and PURPOSE: The goal of the first text set is that students will learn about what it takes to make it on the frontier, the way that humans interacted with the environment on the frontier, and the way that the environment shaped Americans also.

The second text set will build upon the concepts and ideas about the frontier to allow students to extend their understanding of how we impact the world when we use innovation to control the frontier environment for our own livelihood, our economic gain, and our national power. They should also consider their own future actions to impact the environment.

National Geographic 3 I's:

1. Interactions- humans interact with and shape the land; the elements and land shape human behaviors and values
2. Interconnections - American and immigrant settlers were connected to the land; the species are all connected to each other on the land, air, and sea through ecosystems; we are connected to our past travelers on this spot and to future travelers as well.
3. Implications – Are we at one with the Wild or are we at battle with it? How are we connecting to, and becoming one with nature today? How are we battling Mother Earth and Mother Nature? Which path should we choose if we want to both save Mother Earth and help Mankind?

ELA's Addressed: SS.09-12H.06 Understand the effects of geographic factors on historical events.

RLH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

<https://www.lexile.com/analyzer/results/2695974/>

Lexile Range: Grade 11

1070L to 1220L

1185L to 1385L

Text # 1:

http://en.wikipedia.org/wiki/Wanderer_above_the_Sea_of_Fog#cite_note-5 oil painting composed in 1818 by the German Romantic artist Caspar David Friedrich



1

What is the topic of this image?

What elements of this image stand out to you as the most vivid or powerful?

What mood is the artist trying to establish?

Where is this man? From his appearance, what can you say about the man or the weather?

What type(s) of power is displayed here?