

Lesson Plan Template

Name: Dawn Norman and Gloria Marquez

Grade Level: 5th

Lesson Title: Your Life as a Pioneer – Day 3: Understanding Daily Life in Past Times

Lesson Length (ie. 30 minutes): 225 minutes

<p>Rationale for Instruction A rationale is an essential part of thoughtful planning of classroom instruction. This is a brief written statement of the purpose for instruction and the connection of the purpose to instruction that has come before and will follow.</p>	<p>The lifestyle of a pioneer was very different from how people live today. The purpose of this lesson is for students to recognize how different life is today in comparison to the lives of the pioneers. Allowing students to see how daily living was different for pioneers can cause them to understand change over time and how much the nation has progressed as a whole. Students will also be introduced to the westward expansion and why that would be important to know about today.</p>
<p>CCSS (LAFS/MAFS)/Next Generation Sunshine State Standards List each standard that will be addressed during the lesson. Cutting and pasting from the website is allowed. You must have a minimum of 3 standards that represent multiple content areas identified in this portion of the lesson plan.</p> <p><i>These can be downloaded from the Florida Dept of Education</i> www.cpalms.org/homepage/index.aspx.</p>	<p>NCSS Theme: People, Places, and Environments: Social Studies curriculum enhances a student’s ability to study individuals and places eliciting interaction which builds background knowledge. Students will be able to identify areas that need change and adapt to their current lifestyle.</p> <ol style="list-style-type: none">1. Students will compare the differences and similarities between pioneer life and present life through the reading of a fictional text and by participating in different centers that resemble chores children would have participated in during the pioneer time period.2. Students will identify the importance of the Manifest Destiny through small group discussion.3. Students will understand the reasons for westward expansion and what could be taken on a wagon through the discussion of size, weight, and necessities. <p>SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.4.In.d: Identify various aspects of daily colonial life, such as farming, education, and games.</p> <p>SS.5.A.6.7Discuss the concept of Manifest Destiny.</p> <p>SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.</p> <p>SS.5.A.6.Pa.i: Recognize a method of travel used by settlers, such as a covered wagon.</p>

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SS.5.A.6.In.i: Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation. SS.5.A.6.Su.i: Recognize a hardship of settlers moving west, such as poor weather or bad trails.

LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and

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	<p>information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p>Learning Objectives What will students know and be able to do at the end of this lesson? Be sure to set significant (related to CCSS/LAFS/MAFS, and NGSSS), challenging, measurable and appropriate learning goals!</p>	<ol style="list-style-type: none"> 1. Students will be able to compare and contrast a pioneer’s daily living to present day living after viewing the video and hearing the read aloud story with 90% accuracy. 2. Students will be able to understand the difference between chores today and chores from pioneer life after completing centers with 95% accuracy. 3. Students will be able to discuss the reasons why the manifest destiny was important for America through a small group discussion after viewing an educational rap about Manifest Destiny with 80% accuracy. 4. Students will understand westward expansion through the activity Pioneers: Westward Travel Review by creating the Westward Expansion wheel activity and using previous discussion of the Manifest Destiny to complete the activity with 95% accuracy. 5. Students will be able to understand the purposes of wagons and how much they could realistically fit in it by completing a top ten list and then joining a small group to decide the top ten items their group would take on their westward trip with 85% accuracy.
<p>Student Activities & Procedures Design for Instruction</p> <ul style="list-style-type: none"> •What best practice strategies will be implemented? •How will you communicate student expectation? •What products will be developed and created by students? •Consider Contextual Factors (learning differences/learning environment) that may be in place in your classroom. 	<p>“You wouldn’t want to be an American Pioneer” Read Aloud:</p> <ol style="list-style-type: none"> 1. Students will hear the story “You wouldn’t want to be an American Pioneer” and briefly discuss the topics that were mentioned in the story as a class. <ul style="list-style-type: none"> • The students can discuss if they agreed or didn’t agree with the title of the story and add supporting details to their response. <p>ESOL accommodations: Have ESOL students sit near you. This will allow the student to clearly see the visuals which will help them process what is taking place in the story. Their proximity to the instructor will also help the ESOL student with hearing proper pronunciation and will allow them to follow along while the teacher reads the book.</p> <p>“A Day in the Life of a Pioneer Child” Video Discussion:</p> <ol style="list-style-type: none"> 2. After allowing five to ten minutes for discussion transition to the video “A Day in the Life of a Pioneer Child” by asking students to think about what a child’s life as a pioneer would look like. After

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several responses proceed by playing the video.

- Once the video is complete, ask students to partner up and make a list of similarities and differences between their life and a pioneer child's life. Give students about ten minutes to complete the activity and then have them discuss their lists with their table group members.

ESOL accommodation: If student is unable to write in the English language have the student show the similarities and differences by drawing pictures. This will allow them to be able to work with their group and demonstrate that the student understands what is taking place in the classroom.

Gifted accommodation: Have students not only compare pioneer children to themselves but to children living in areas of poverty. They can discuss how different they think it would be for children living in poverty.

Transition: To transition from the student's discussion have students prepare for centers by going to the areas indicated by the instructor.

Pioneer Chores Centers:

3. Each center will give students the opportunity to try one of the chores that pioneer children would have to do daily. Students will record their thoughts on their charts (included in appendix).

- There will be four centers which students will be given about ten minutes to try the chores and then write about their findings. Center one will include an iron used during the pioneer time period. They will have the opportunity to weigh and measure it and compare it to an iron used today. Neither iron will not be heated they will have the opportunity to experience how to use it by walking back and forth pretending to heat up the pioneer iron. Center 2 will include a scrubbing board inside a large pale. Students will get the chance to practice how to wash an item and then describe it in their charts. Center three will involve students filling and bringing pales of water to their table in order to demonstrate the way pioneer children would have to access their water. Students will then describe their findings in their chart. The fourth and final center will involve students using a small chalkboard and practicing writing statements on there and then writing their findings on their centers chart.
- Before transitioning to the next activity have students discuss with their table members one thing that surprised them about pioneer chores and why.

ESOL accommodation: Have the same worksheet written in the language of the ESOL student so if the student is struggling with the requirements of the activity they are still able to follow along with the rest of their group.

Transition: Once students are finished discussing, tell students that chores completed in the centers were a part of their daily life but things slightly changed when families started to want to head west because of the idea of the Manifest Destiny.

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Manifest Destiny (Small Introduction) Educational Rap video:

4. After explaining a little bit about the Manifest Destiny proceed by showing students an educational rap introducing the idea including information about Indians, land conquest, and war. The video can be stopped at the 2:18. After the rap is over count off students by the amount appropriate per class so that students can be grouped with a new set of classmates. With those classmates have students discuss the following:

- What is the Manifest Destiny?
- Why did people want to move west?
- Who did the Americans hurt in the process?
- What was gained from the war?

After students have finished their discussion have them return to their table groups and tell their group about the findings they discussed with their previous groups.

ESOL accommodation: Have the questions for the discussion typed in the language of the ESOL student, this will give them an idea about the topic that is being discussed. Depending on the proficiency of the ESOL student, the student may not have understood what was being stated in the rap. Therefore, extra support will be needed for those students such as a short summary (typed in English) with information that can be easily read.

Gifted accommodation: If students finish their discussion early, have them discuss how the Indians must have felt when being forced out of their land by the Americans and how it made the students feel.

Transition: In order to transition from group discussions, discuss their findings as a class and then proceed by telling students that the pioneers' main form of transportation were wagons.

Wagon Wheel Activity:

5. Explain to students that wagons did not allow them to bring everything they wanted to because they were limited in space. Give students a handout that will allow them to list the top ten items that they would be able to bring with them on their wagon. After giving students about five minutes to complete their lists, have table groups come up with a list of ten things that the members all agree with bringing on their trip to the west.

- Once they have completed their new lists, as the teacher talk to them about the items they chose. Ask them if they chose necessities or wants? Look to see if their list of items would be able to fit in their wagon. Discuss how pioneers must have felt leaving behind precious items if they weren't able to bring the items with them and how the class would feel if they weren't able to bring their favorite items with them if they were moving to a new land.

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	<ul style="list-style-type: none"> • Discuss the dangers about traveling westward including the weather, attacks, and finding food. Have students create the Westward Expansion wheel activity and talk about the facts listed inside the wheel. <p>ESOL accommodation: Use pictures while talking about issues pioneers would have had while traveling and to describe the wagon itself.</p> <p>6. Once the previous activities have been completed end with assessment activities.</p>
<p>Assessment</p> <ul style="list-style-type: none"> •How will student learning be assessed? Authentic/Alternative assessments? •Does your assessment align with your objectives, standards and procedures? •Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes 	<p>Daily Lesson Plan Assessment:</p> <p>The Pioneers Westward Travel Review: In this assessment have students complete this activity individually. This activity requires students to cut out words and place them in the correct box which will demonstrate the knowledge they have retained from the information they have received.</p> <p>Unit Post Assessment: Daily Character Journal. Students are assessed on their demonstration of pioneer life through the use of their fictional character.</p>
<p>Resources/Materials</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Book, video, smartboard handouts, glue, scissors, brass brads, iron from pioneer time period, scrubbing board, large pale (for scrubbing board), small water pales, chalkboard, chalk, pencil, paper, accommodation handout for ESOL students. <p>Resources: Johnston, T. (2012, July 26). A Day In The Life Of A Pioneer Child. Retrieved June 16, 2016, from https://www.youtube.com/watch?v=YkZyejHU5Aw</p> <p>LaLa, M. (2011, February 02). "Manifest Destiny" Educational Rap. Retrieved June 16, 2016, from https://www.youtube.com/watch?v=Qrjg9ulR-xo</p> <p>Morley, J., Antram, D., & Salariya, D. (2002). <i>You wouldn't want to be an American pioneer!: A wilderness you'd rather not tame</i>. New York: Franklin Watts.</p>

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	<p>Pioneer graphic organizer:: Creative Classroom Core. (2016). <i>Pioneers</i> by Creative Classroom Core Teachers Pay Teachers. Retrieved from https://www.teacherspayteachers.com/Product/Pioneers-1226277</p>
<p>Exceptionalities What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc.</p> <p><i>These accommodations and/or modifications should be listed within the procedures section of the lesson plan as well as in this section of the document.</i></p>	<p>ESOL: ESOL students will need extra language support throughout this lesson plan due to the amount of discussions, readings, and videos. To make sure the ESOL student feels involved and united with the rest of the class there have been various forms of support included that will help them participate with their peers. These students should not feel excluded while participating in the events throughout the day. This is why, if necessary, the student is able to draw their responses for discussions, there are various activities with words incorporated in their language to give them support, and pictures are used throughout the lesson to help them follow along through visual support. Another form of support would be partnering the student with someone who is bilingual and is able to translate some information that the student didn't understand.</p> <p>Students with Learning Differences: Students with learning differences will need support. The videos incorporate subtitles and are more visually inclined so a deaf student would be able to follow along with what is taking place. During the read aloud it would be important for this student to sit right by the instructor so that they would be able to read the book. It will be important that the instructor checks to see if the student has finished reading the page. For students, with reading disabilities they may need a little more time when reading instructions on their worksheets or from information on centers. So, making sure the pace isn't too fast for these students is very important. Another form or support would be having the group read the instructions aloud in order to keep the group at the same pace. It might also help if students are paired with a partner throughout the day for further support.</p> <p>Gifted/Talented: Throughout the lesson plan there are some extra areas of support for these students to expand their knowledge further. If students finish before others there are a couple of areas in certain activities that give the students an opportunity to discuss more topics. These questions are intended to stimulate further thinking about different areas of pioneer life as well as different perspectives to look from too.</p>
<p>Lesson Extensions</p>	<p>Homework: Students will research one Indian tribe in preparation for Day four's lesson. They will bring information about the name of the tribe, where they are located, and one interesting fact about the tribe.</p>

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Name: _____

Pioneer Center's Chart



Center One:

Item:	
Description (include color, size, shape, etc.):	
How did it make you feel?	
How would it have been used?	

Center Two:

Item:	
Description (include color, size, shape, etc.):	
How did it make you feel?	
How would it have been used?	

Name: _____

Center Three:

Item:	
Description (include color, size, shape, etc.):	
How did it make you feel?	
How would it have been used?	

Center Four:

Item:	
Description (include color, size, shape, etc.):	
How did it make you feel?	
How would it have been used?	

*Chores for
Pioneers!*



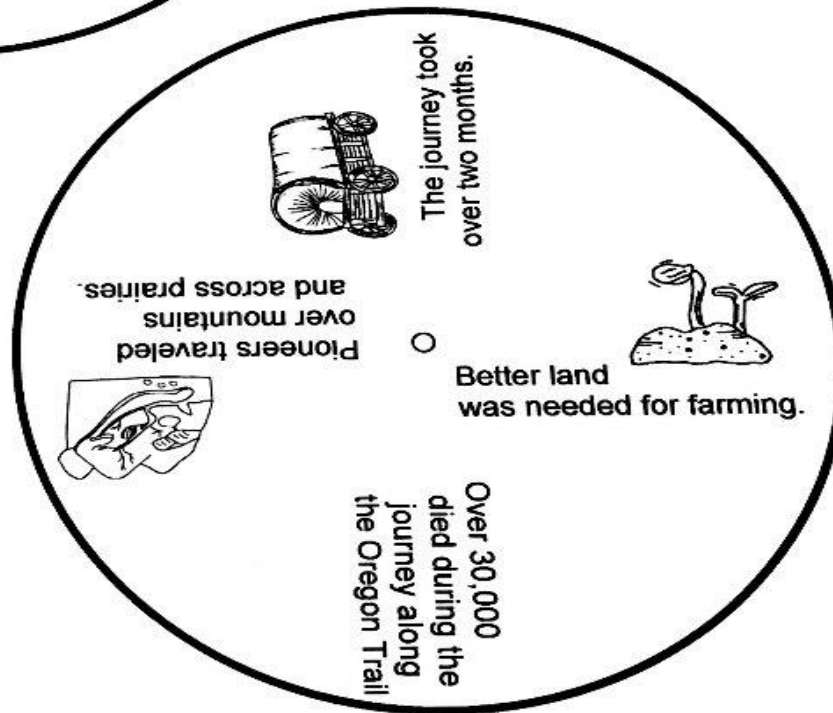
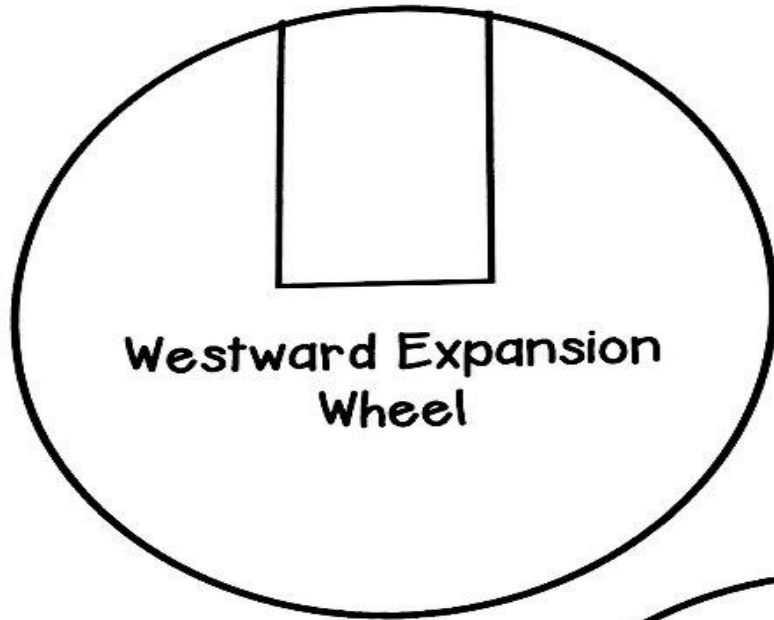
PIONEERS:

TOP TEN LIST

If you were a pioneer going on a journey, what items would you choose to bring with you? Remember, you have limited space, as they need to fit on your covered wagon.

- 1: _____
- 2: _____
- 3: _____
- 4: _____
- 5: _____
- 6: _____
- 7: _____
- 8: _____
- 9: _____
- 10: _____





PIONEERS: WESTWARD TRAVEL REVIEW

Blacksmiths

Airplane

Wagons

Caravan

Adventure

Doctors

Open Stores

Car

Lots of Land

Farmers

Vacation

Miners

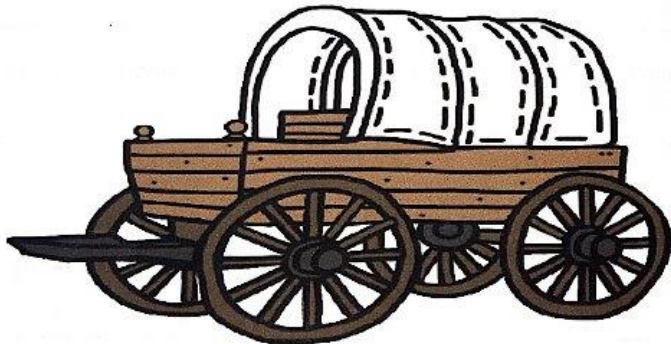
Opportunity

Business People

Traders

Great
Farmland

Cut out the following words, and glue to the correct space on the included chart.



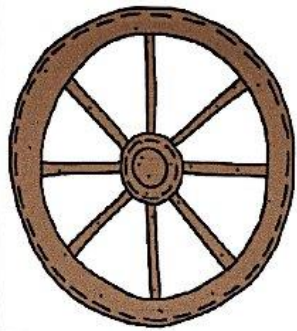
PIONEERS: WESTWARD TRAVEL REVIEW

Cut out the boxes on the next sheet. Glue them into the correct space below.

WHY DID PEOPLE MOVE?

WHO MOVED?

WESTWARD TRAVEL



HOW DID THEY TRAVEL?

WORDS THAT DON'T BELONG

Supplemental Worksheet for ESOL students:

**Pioneers: Westward Travel Review
ESOL Worksheet (Example)**

Palabras:

Blacksmiths = Forjador

Adventure = Adventura

Lots of Land = Lotes de terreno

Opportunity = Oportunidad

Airplane = Avión

Doctors = Médicos

Farmers = Agricultor

Business people = Gente de negocios

Wagons = Vagones

Open stores = Tiendas abiertas

Vacation = Vacaciones

Traders = Vendedores

Caravan = Caravana

Car = Carro

Miners = Mineros

Great Farmland = Gran tierras de cultivo

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Images to Use While Presenting Information About the Dangers of Westward Travel (ESOL Visual Aide):

