

Lesson Plan Template

Name: Dawn Norman and Gloria Marquez

Grade Level: 5th

Lesson Title: Your life as a Pioneer

Lesson Length (ie. 30 minutes): Two hours

<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>Pioneers and their migration to the west is an essential element in the connection of America’s former citizens to its current citizens. Much of what students investigate today in geography was explored and developed by the early pioneers. Students will begin to understand how Native Americans played a role in wars, customs and how the Indian Removal Act forced them from their homelands. Students will learn how pioneers lived, their travel arrangements and the routes taken to meet their final destinations.</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: Time, Continuity and Change: Social Studies curriculum enhances a student’s ability to recognize historical background knowledge and create a connection to their lives. 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 identify artifacts and connect purpose along with reasons for use during pioneer time.2. Students will describe through narratives a pioneer character and adjust according to continuing theme. <p>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>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.</p> <p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

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	<p>SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p>
<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>	<p>The student will...</p> <p>Using a KWL Chart before and after instruction, students will identify new knowledge gained through the lesson.</p> <p>Mystery Box presentation: Students will recognize items from pioneer life through support of a word search puzzle and interpret findings through a KWL chart.</p> <p>After the Artifact Clue Discussion, students will make conclusions on artifact importance and usage through primary and secondary internet sources.</p> <p>By development of a script through Readers' Theater, students will reflect on the experiences within the text to bridge information inquiry.</p> <p>Through the writing of a daily character journal, students will dramatize fictional pioneer characters through the correlation of their experiences to those of the pioneers during the westward expansion.</p> <p>When given the appropriate materials, students will identify, describe and record changes in state from liquid to solid through the Let's Make Butter experiment: Students will be to compare and contrast the liquid form of cream and measure the physical change to a solid through the making of butter.</p>
<p>Student Activities & Procedures <i>Design for Instruction</i></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><i>Anticipatory Set: Pioneer music plays in background as students enter classroom.</i></p> <p>Mystery Box Activity</p> <ol style="list-style-type: none"> 1. Educator will explain to the students that today they will work on a word search puzzle. Advise the students that as they complete the word search puzzle, they will be able to take a look inside the mystery box to identify clues. The word search represents pioneer vocabulary while the mystery box displays artifacts. 2. After the teacher provides the instructions, the students will receive a word search puzzle with terms listed along the bottom of the page. The terms will be the vocabulary words the students will study during the thematic unit. 3. Students will be given approximately ten minutes to complete the word search puzzle. After completion of the word, searches, a group of four students at a time will come to the front of the classroom and take a look inside the mystery box. Ask the group of four students to bring a pencil. 4. As the students come to the front of the class to view what is inside the mystery box, have the students grab a scrap piece of paper (next to the mystery box) and have them write down their observations. Students will first use only their hands to touch the objects and write down what they feel. The students will then be permitted to use their sight to make written observations. 5. Once students have written down their observations, they will need to make a hypothesis on the topic for later discussion in class. The students are to list why they believe this to be true. Have the students write their prediction on the back of their word search. 6. All students will have an opportunity to observe what is inside the mystery box; the students are to discuss with their table groups what they noticed about the items inside the mystery box. Give students three to five minutes for discussion. 7. Ask several students to share their thoughts and ideas about what the class will be studying during the thematic unit. It is important to ensure their ideas follow evidence of the observations made through context clues. If students have

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difficulties hypothesizing the topic, encourage the students to talk about the items they discovered and to make a conclusion on the subject matter as a group.

ESOL: English language learners may require a pacing accommodation to enable understanding when explaining instructions and describing new information. This modification will ensure that the student can pick up on the academic content. Using the student's native language to support vocabulary comprehension provides for accommodation when working on the word search puzzle and the artifact clue discussion.

Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension. Small group exercises to scaffold instructions or new information will allow for pacing and content size modifications.

Gifted/Talented: A longer word search with more terms about the pioneer life will be provided for the students at the beginning of the lesson to expand their knowledge and grasp their background knowledge of the topic as well.

Discuss with the students the terms artifacts and artifakes. Explain that one is a replica and one is an actual item from a historical time-period. Present a question to the students, asking if artifacts can help us understand more about history and how? Allow the students to discuss with two or three classmates and then take a hands-up approach to see if they agree or disagree that artifacts help us learn about the past.

Artifact Clue Discussion Activity

1. Students are divided into six groups and presented with a clue worksheet. There are six clues total. Have the students save the answer sheet for the end of the group's presentation.
2. Students are to work in groups and make an inference as to the clue's discussion question. Five minutes to complete.
3. After five minutes, students are to use smartphones, computers, or other internet technology device to find primary and secondary sources to support their predictions. Students are given fifteen minutes to complete this section.
4. Each group will select a spokesperson to provide their answer to each clue and all students will record on their investigation worksheet.
5. Students will be asked to complete the conclusion page in their individual groups and respond with three clues that support evidence of how pioneers lived.

ESOL: A native language translation sheet should be provided before the lesson, or a translating dictionary could be given to students independently. Utilizing objects or pictures to describe new terms when discussing the observations as a group provides the student with additional modeling opportunities. Allow the ELL to work with a partner throughout the lesson to promote editing and understanding of unknown processes.

Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension. Small group exercises to scaffold instructions or new information will allow for pacing and content size modifications.

Transition- After the students make predictions on the thematic unit topic, the educator will wear the pioneer bonnet while presenting the class with the graphic organizer.

K-W-L Chart

1. Educator presents K-W-L chart wearing a pioneer bonnet while pioneer music from the Laura Ingalls Wilder collection plays in the background.
2. Students will be given five minutes to complete the "what I know" section of the graphic organizer.
3. Educator calls on three different students to express the background knowledge they have on the early pioneers.
4. Students are given an additional five minutes to explore what they would like to know about pioneer life. Students will express to their shoulder partner what they would like to learn about the pioneers.

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5. The graphic organizer will be placed aside until the end of the daily lesson where the students will complete the "what I learned" section.

Students will watch the "My life as a Pioneer Teacher" to briefly explore the various hardships and chores, the pioneer people endured. After the video, ask the students, where did the pioneers get their food? How did they prepare the food? Were there grocery stores? Allow the students two to three minutes to explore the topics with a shoulder partner. Ask three to four students for their idea of pioneer dining. Tell the class they have chores today aside from their schoolwork. Let them know the cafeteria needs butter for lunch and they will participate in a typical pioneer task- the making of butter.

Let's Make Butter Experiment

1. Each student will receive a small jar of cream, marble, and an instruction page.
2. Educator will discuss with the students the liquid form of cream and ask the students to describe the physical state of butter. of butter. Students will use their science process skills – observing, recording, measuring by marking their observations on the making butter instruction sheet.
3. Students will place marble into the jar following instructions on the page and close the lid tight.
4. Students will shake their jar while the daily lesson continues. This task should take 20-30 minutes. After periods of ten minutes, the educator will ask the students to make a written observation on the lesson sheet.

While the students are continuing to shake their jars of cream, talk to the students about the importance of text and how it helps us relate new information to what we already know about certain topics. Ask the students, if they would like to see a demonstration of life as a pioneer.

Readers' Theater: Students will perform group readers' theater to the book "Your life as a Pioneer on the Oregon Trail.

1. Divide students into groups based on the number of characters and participants in the class.
2. Each team will rehearse their section of the script for ten minutes.
3. The students will present their sections of the text as a group in front of the class.

ESOL: The size of readers' theater script adjusted according to proficiency.

To transition into the individual writing of the character journal, allow the students to complete the "what I learned" portion of the K-W-L chart. Students are given five minutes to complete the chart and will submit the assignment. Prompt the students by asking five to six students what they learned today and how they can implement that information into the writing of a character.

Daily Journal

1. Students receive an I think, I feel, I hear graphic organizer.
2. Students are requested to think about what they currently know about pioneer life and compare to today's roles.
3. Students will complete the graphic organizer with one side reflecting pioneer views and the other with today's views. Students are asked to explore emotion and not just physical activities.
4. Fifteen minutes are given to write their day one journal entry.

ESOL: Working directly with the educator provides for scaffolding to make sure that the student can receive an adjustment for additional support.

Gifted/Talented: Students will be asked to depict two characters in their daily journal.

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	<p>Back to Let's Make Butter-</p> <ol style="list-style-type: none"> 1. Students will remove the lid to their jars and discover butter. Students are permitted to eat the butter on bread. 2. Students will note the physical change of the cream (liquid) to the butter (solid) by illustrating on the instruction page.
<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: Unit Pre-Assessment: K-W-L chart (attached)</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>Daily Lesson Plan Assessment: Formative Assessments take place during the mystery box and artifact clue discussions.</p>
<p>Resources/Materials</p>	<p><i>ALL resources including but not limited to; internet sites, professional resources - books, journals (titles and authors), children's literature, etc. should be noted here. Citations should be in APA format.</i></p> <p>Bonnet, pens/pencils, paper, doc camera, internet source such as smartphones, computers, etc. Cream, baby food or other small jars, marbles, bread, daily journal</p> <p><i>K-W-L Chart and Pioneer perspective graphic organizer:</i> 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>Pioneer CD: Hoffman, B. (n.d.). <i>On A Tribute to Charles "Pa" Ingalls</i> [CD]. Hendersonville, TN: SMS Productions and Recording.</p> <p>Word Search. (n.d.). Retrieved April 15, 2016, from http://www.education.com/worksheet-generator/reading/word-search/ev4ugo/</p> <p>Erickson, P. (1994). <i>Daily Life in a Covered Wagon</i>. Washington, D.C.: Preservation Press.</p> <p>Mystery box (including the artifacts that make up pioneer inside the box)</p> <p>Artifact clue discussion worksheets: Inquiring2learn. (2016). <i>History as Mystery: Pioneer Life [Primary... by Inquiring2Learn Teachers Pay Teachers</i>. Retrieved from https://www.teacherspayteachers.com/Product/History-as-Mystery-Pioneer-Life-Primary-Source-Activity-2480872</p> <p>Readers' Theater Script handouts based on the book: Gunderson, J., & Dougherty, R. (2012). <i>Your life as a pioneer on the</i></p>

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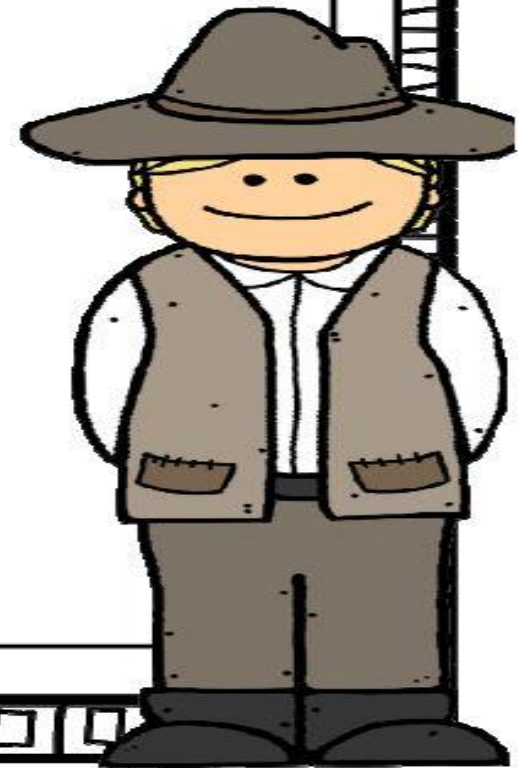
	<p><i>Oregon Trail</i>. North Mankato, MN: Picture Window Books.</p> <p>Let's make butter instruction page: Number Two Pencils. (2016). <i>Let's Make Butter</i>. Retrieved June 14, 2016, from file:///C:/Users/Norman/Downloads/LongAgoExperimentLetsMakeButter.pdf</p> <p>Pioneer chore video: Little Fox. (2015, July 7). <i>My Life as a Pioneer Woman Teacher</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=L0iza0fsM7o</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: English language learners may require a pacing accommodation to enable understanding when explaining instructions and describing new information. This modification will ensure that the student can pick up on the academic content. Using the student's native language to support vocabulary comprehension provides for accommodation when working on the word search puzzle and the artifact clue discussion. A native language translation sheet should be provided before the lesson, or a translating dictionary could be given to students independently. Utilizing objects or pictures to describe new terms when discussing the observations as a group provides the student with additional modeling opportunities. Allow the ELL to work with a partner throughout the lesson to promote editing and understanding of unknown processes. The size of readers' theater script adjusted according to proficiency. Working directly with the educator provides for scaffolding to make sure that the student can receive an adjustment for additional support.</p> <p>Students with Learning Differences: Have students work with a peer partner to help elicit discussion and comprehension. Small group exercises to scaffold instructions or new information will allow for pacing and content size modifications.</p> <p>Gifted/Talented: A longer word search with more terms about the pioneer life will be provided for the students at the beginning of the lesson to expand their knowledge and grasp their background knowledge of the topic as well. Students will be asked to depict two characters in their daily journal.</p>
<p>Lesson Extensions</p>	<p>For homework: Students will choose two tasks they complete at home to compare and contrast to those of someone from the pioneer timeframe using Venn Diagram.</p>

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PIONEERS

KNOW - WONDER - LEARN

WHAT I KNOW	WHAT I WONDER	WHAT I LEARNED





History as Mystery: Pioneer Life

Investigation Question: What can artifacts from Pioneer life tell us about the way they lived?

Clue 1: Why do you think the wagon was waterproof? What can this tell you about how Pioneers lived?

Clue 2: What natural resource is this made from? What can this tell you about how pioneers lived?

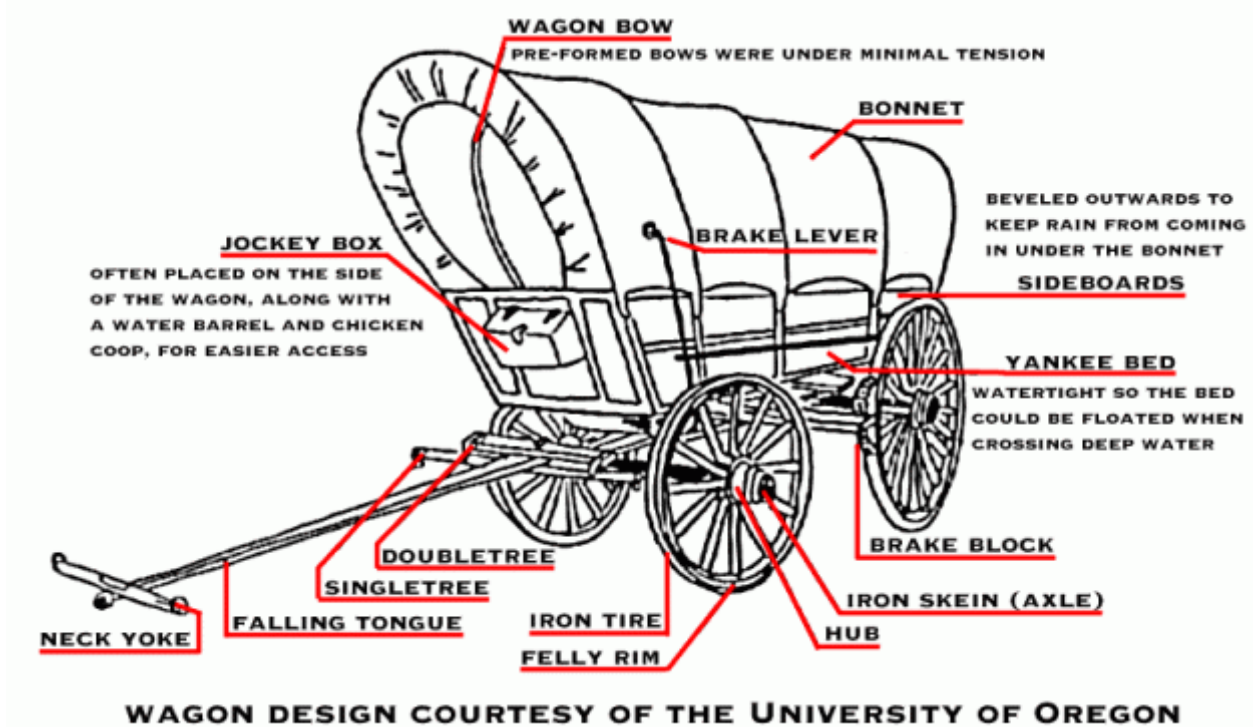
Clue 3: How is this iron different from our irons today? What can this tell you about how they lived?

Clue 4: How would a family have gotten a cradle like this? What does this cradle say about the way pioneers lived?

Clue 5: Why would pioneers need to carry a lantern from place to place? What does this tell you about pioneer life?

Clue 6: Why would this woman need to churn butter? What does this tell you about pioneer life?

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Clue 1:

This is a diagram of a covered wagon. Notice that the wagon is waterproof. Discuss why this would be important? Think about what was inside.



Clue 2: This is a picture of a cornhusk doll. Discuss why this would be a toy that children on the frontier would have. How does it compare to your toys today?



Clue 3: This is an iron used during this time period. These irons had to be heated over a fire before they could be used to press clothes.

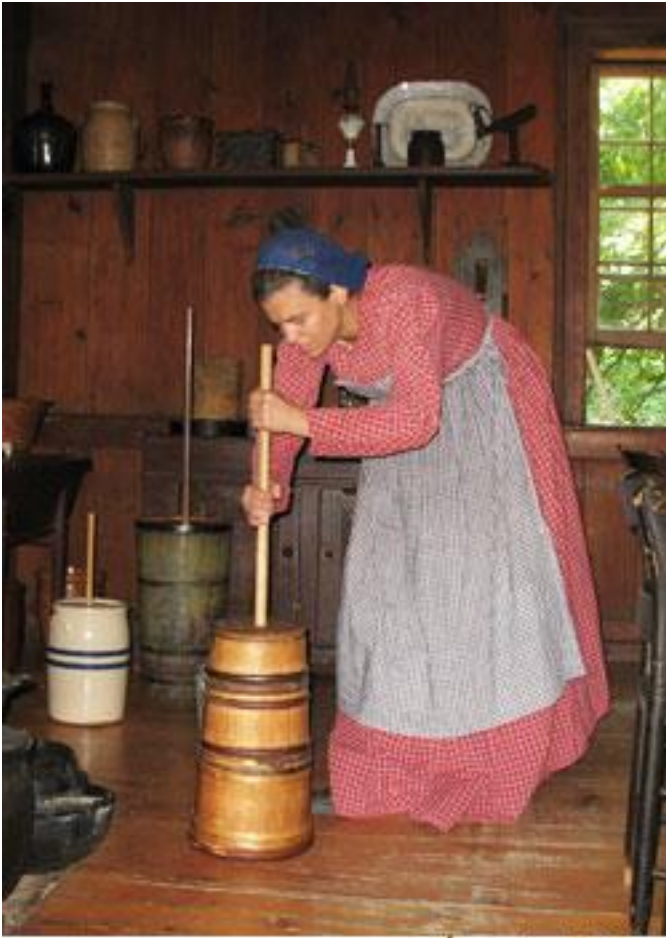
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Clue 4: This is a wooden cradle. It was used for small children. Discuss what the rockers might be for.



Clue 5: This is a picture of how the pioneer lanterns looked. Pioneers brought these on their journeys. Discuss the purpose of a lantern in this time period.



Churning Butter

Clue 6: This is a picture of a woman churning butter. Butter was made from the cream from milk. How is this different than you get butter?



Life Long Ago

Long ago, people had to **make** their own **butter**.
Today if we need **butter**, we can buy it from a **store**.

Lets Make Butter!

Materials

cream

jar

marble

How To Make Butter

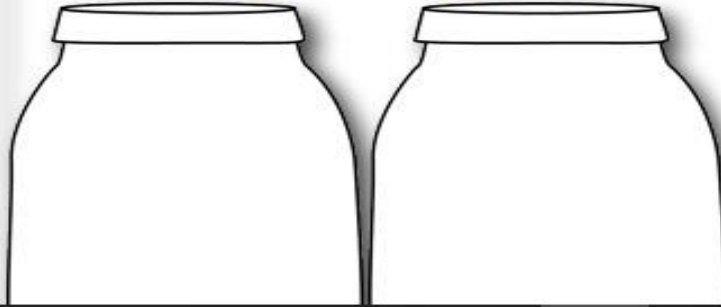
Step 1: Pour some cream into the jar.

Step 2: Put a marble in the jar with the cream. Make sure to close the lid tight.

Step 3: Shake the marble in the jar. Just when you think your arms are about to fall of, shake some more!

Step 4: when your liquid has turned to a solid, open your jar. voila! Butter!

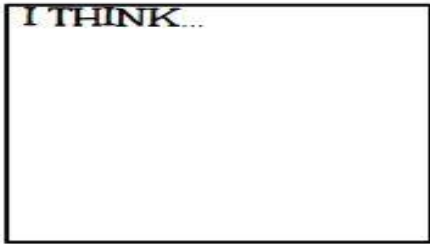
Draw to show the change that happened in your jar:



PIONEERS: DIFFERENT PERSPECTIVES

Life for men and women during pioneer times was very different. Take on the role of a man and woman living in this time period, and complete the graphic organizer below from each of their perspectives.

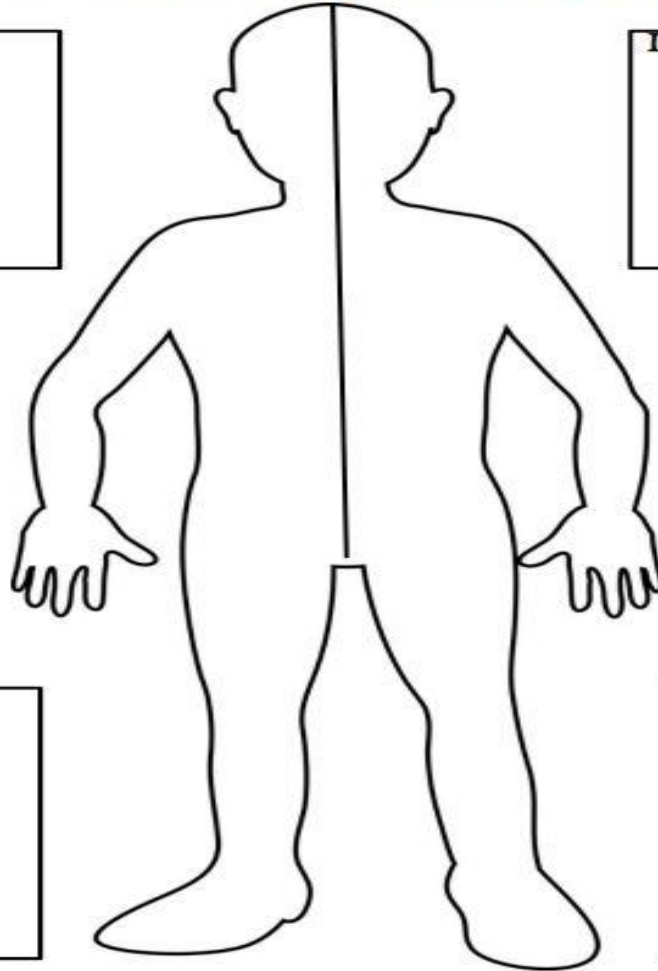
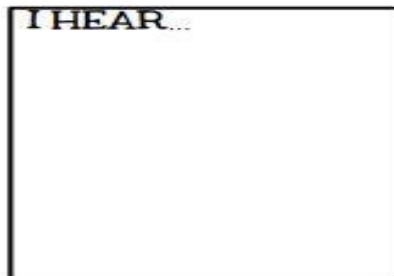
I THINK...



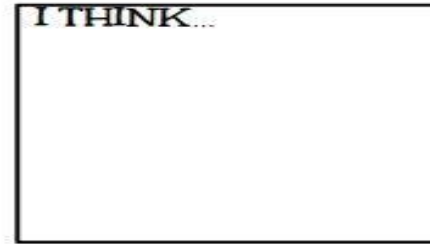
I FEEL...



I HEAR...



I THINK...



I FEEL...



I HEAR...



Word Search

H P Y Z Q V N T N H E K L C G Y N V L C
H B F N Z Q V N T N H E K L C G Y N V L C
U G G I Y N Z Q V N T N H E K L C G Y N V L C
W M W T T H B B A C N G D S V J P W N A V L R G O X I U S H O K C C R V
J F N D T T V B B A C N G D S V J P W N A V L R G O X I U S H O K C C R V
M C C M H S J H O F F R Y B M E Z K S O O B G L L N N K H S V J P W N A V L R G O X I U S H O K C C R V
G C C M H S J H O F F R Y B M E Z K S O O B G L L N N K H S V J P W N A V L R G O X I U S H O K C C R V
L M D S I S O O D M L S V V W X X T F Y X M U E S C C U N U U Q Q F H X X J J Z N X X S E V H B R
U D S I S O O D M L S V V W X X T F Y X M U E S C C U N U U Q Q F H X X J J Z N X X S E V H B R
E S D C C M H S J H O F F R Y B M E Z K S O O B G L L N N K H S V J P W N A V L R G O X I U S H O K C C R V
S B J K D T H S V V W X X T F Y X M U E S C C U N U U Q Q F H X X J J Z N X X S E V H B R
G G I N T H S V V W X X T F Y X M U E S C C U N U U Q Q F H X X J J Z N X X S E V H B R
M V E H S V V W X X T F Y X M U E S C C U N U U Q Q F H X X J J Z N X X S E V H B R
N X S T O J O E I N D E I G A N J R V Y K Q I Y W T T H B B A C N G D S V J P W N A V L R G O X I U S H O K C C R V
W C L M Q S J K N A B V I A N J R V Y K Q I Y W T T H B B A C N G D S V J P W N A V L R G O X I U S H O K C C R V
T V N Z S Z B A L V C I S R V Y K Q I Y W T T H B B A C N G D S V J P W N A V L R G O X I U S H O K C C R V
J N H Z V G C R S S Z E V H B R
X H Z V G C R S S Z E V H B R
J F K U C S S Z E V H B R
X Q V S S Z E V H B R
P J A M X Z E V H B R
F X N P W E V Y K Q I Y W T T H B B A C N G D S V J P W N A V L R G O X I U S H O K C C R V

homestead act
farming
bonnet

log cabins
Indians
chores

sickness
locusts
wagon

hunting
drought
horses

Word Search

NOBPNRBNZOZRRRQDYNS--PZMGMU
 WDRX-IGZ--TZCI--TTWXMEROIOWT
 QLVFXJQVBBTHIGUCORDDQXKDSDF
 KGLACKSQRGATYTMZ--BACGOLF
 JEQRNZCKOTVSTSCCOLWUCGQREXD
 VBRWKMYJFVA--PMSGN--LTTBSN
 KOTNKQXMEFVETDQW--V--KNGEY
 JN--XANZMFKQYRTGE--OVZ--GBEZR
 ENODTODADENTSEMZOHTDUFMTTK
 GETGETKQPTNKYQQ--MKNQWITO
 HTATTAEXECOTKFEELANICAVTKCJ
 --ORLGFQAQBMB--MNVTFJUF--HL
 G--MVFHJ--XKOKNSLELYFPKFTMD
 SY--PKNRXEEEOQIXJJ--TTPVWDTTE
 BPNWBU--WXXFKXAA--DGLERRA--B--
 MGGYN--SNA--FXEDRA--WTTMEWYSGT
 V--MM--PVNER--S--S--R--O--I--J--K--Q--V--A--Y
 O--Q--V--M--F--O--Y--D--X--S--F--J--Y--E--K--V--A--L--O--L
 O--K--T--W--M--K--L--L--Y--I--L--U--A--X--A--I--R--A--L--A--M--B--O--T--O
 B--N--L--I--P--I--S--X--B--C--O--T--H--M--D--H--Y--W--M--C--S--E--V--X--L--W
 --H--S--U--R--D--L--O--G--M--J--P--M--H--A--G--Y--G--W--J--G--N--B--O
 A--S--L--Y--Y--Q--I--G--K--E--Y--O--K--O--B--E--I--J--T--N--O--K--Y--G--L
 R--S--J--I--R--X--I--S--W--T--A--C--O--O--B--E--N--Y--V--N--L--W--R--T--E
 T--Y--E--N--B--B--X--F--Y--J--R--N--F--G--Q--T--A--C--E--N--B--J--M--D
 X--L--O--K--D--V--I--T--K--I--N--H--O--A--A--D--I--R--O--L--T--U--Y--I--K

- | | | | |
|--------------------|---------------|------------|-----------|
| westward expansion | homestead act | log cabins | gold rush |
| settling | sickness | Florida | malaria |
| locusts | hunting | Indians | farming |
| horses | barrel | drought | bonnet |
| wagon | rifle | camp | chores |

Word Search

30<IYO-PPW3XOZIYCAUC
X00I0NPAWAKONFVZ0Z0F
WIFFT-M-RTN30WRTKYTI
X00-HEIFH-O3PADO700W0P
Q-I00EHAACPAHFD--KFC
YZ3PPTPTMCXQQHVD7Z0H
-WWEZKO-WWZKAOI-LOAF
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<0GAPMOV-PCW-HNOJ-ET3BD
<W0PTPTW0H-ZNIAPN-J-E
WPNYR3NIET3P00TYMZAJ
OY0J-W0HAG-0XJ-RTAD00Z
H3A-HEND0WZ2WXFME<<TWO
IAB-H3APR0W0Y-FW0PQNTH
T0-00F-QZ0YFMAW-00-I
W0Z-HA0Z00YFFIMCZ0NI
XZ00ZZMZZTPRZ0P0C0NXC
R0<W0HAW3M0Z00-1W03M

homestead act
farming
horses

log cabins
Indians
chores

sickness
locusts
bonnet

hunting
drought
wagon