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| **Name:** Tim Adkison/Kim Ehlers | **School:** Helen Keller School |
| **Subject/Grade:** Social Studies/5th Grade |
| **Length of Lesson:** 10 days (more as required to complete writing process) |
| **What other curricular areas will the unit cover?** Technology/21st Century Skills/Information Literacy/Writing |
| **Stage 1 – Desired Results** |
| **Prioritized Benchmarks:****Content Standards*** Civics: 2.1 – explain major responsibilities of national, state, and local governments
* Geog: 2.1 – be able to study and know physical places and be able to describe human and physical characteristics of places and include descriptions of how places change due to human activity
* Econ: 1.3 – explain how the choice of using limited specific resources will influence the availability of other resources in the future and make decisions based on desire verses limited resources available

**ET/IL Standards*** 1.a. Apply existing knowledge to generate new ideas, products, or processes
* 2.b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
* 3.c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
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| **Understandings:***Students will understand that…** State governments are made up of three branches just as the federal government has three branches; be able to compare and contrast the structure of state governments with the structure of the federal government as well as comparing contrasting the structure of one state verses another state.
* Economic choices must be made with the reality of limited resources; be able to provide a rationale for the choices made for visiting a state and recognize the principal of scarcity
* Each state or region has a unique set of physical, economic and historical features that make it exceptional; be able to describe the unique features of the given state as well as compare and contrast those features to other state(s) chosen by other students.
 | **Essential Questions:*** What is the structure of the state government within the state of choice; name the officials occupying office and what are the
* Compare and contrast the structure of state and federal governments as well as the similarities and differences between the various states.
* What are the unique physical, economic and historical features of a given state/region? Why would someone want to visit those areas?
* Given a limited budget, choose which of the features of the state you would visit and provide a rationale for the choices made? Did you have to leave out some features you would like to visit because of the limited budget? What does that teach you about making choices with limited resources?
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| *Students will know…** How to present information about their chosen state including the name, unique features about the state such as the state slogan, state animals, etc., state logo, etc. such that
* Include some general facts including but not necessarily limited to the facts listed in the state brochure template.
* Provide a list of various places to visit and write a paragraph describing some of the interesting places as well as what makes those places interesting or unique.
 | *Students will be able to…** Conduct research to find appropriate resources to complete the research/writing/presentation task.
* Use a variety of digital and print resources to find the required information as well as many interesting facts about the state of choice.
* Synthesize the information from the various sources into a coherent and presentable product using the brochure template format.
* Write two purposeful paragraphs (one descriptive and one persuasive) according to the guidelines on the brochure template using information gleaned during research.
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| **Vocabulary** |
| **Content** GovernmentExecutive BranchLegislative BranchJudicial BranchCost (opportunity cost)Geographic featureHistorical featurePhysical featureUnique  | **Cross-content**BrochureResearchDigital and Print resourcesBibliography |
| **Stage 2 – Assessment Evidence*** *What will you accept as evidence that shows the students understand the concepts?*
* *Attach assessment rubric*
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| **Performance Tasks:**Step 1 – Teacher will present assignment including using rubrics. Students will choose a state.Step 2 – Students will choose digital and print resources with guidance from both the classroom and teacher librarian.Step 3 – Teacher librarian will schedule a time to model purposeful note taking. Students will be given class and library time for conducting research. Students will turn in notes as deemed appropriate by classroom teacher for review of content, appropriate details, and readability, etc. Step 4 – When students have sufficient notes, teacher will model and guide students through the writing process for two paragraphs (one descriptive and one persuasive – these will be two different and separate writing lessons. As students complete the process they will be ready to move to putting brochure together.Step 5 – In small groups, Teacher Librarian will model and guide students through the process of putting together brochures using the template. Lab time will be scheduled for groups and whole class to complete the project.Step 6 – Students will briefly present their brochures to the class leaving a copy in the center of the class to be used for the supplemental compare/contrast activity. While others are presenting, each student will be tasked with creating one or two relevant and appropriate questions to ask their classmate about his/her state. | **Other Evidence:**As students present their brochures, students will have a chance to listen and prepare appropriate questions. One final activity will be done using brochures. Students will have their own brochure and one other brochure from another student. They will be tasked with comparing and contrasting the structure of the state government from their own chosen state to that of the other student’s state. A well articulated list of at least three similarities and at least three differences will be expected. |
| **Stage 3 – Learning Plan** |
| **Learning Activities (Teacher Librarian is Responsible for):*** Prepare digital and print resources for all students (though students will use searching tools to find resources, a list of good resources will be ready for students to use to ensure quality research is conducted.
* Prepare a State Report Brochure Template for all students to use for their final product. This will also be used to introduce students to the assignment along with rubrics for conducting state research.
* Model for students note taking on digital and print resources and observe and oversee the process as students conduct their research.
* Guide students through the choice of digital and print resources and model for them as well as assist them in the creation of bibliographic entries for all resources used.
* Assist students in making sure final copies of brochures are complete and ready for presentation.
 | **Learning Activities (Teacher is Responsible for):*** Prepare students by introducing topics and procedures, presenting model completed brochures and make all assignment expectations clear.
* Create rubrics for all content related evaluations economic, and introduce students to their evaluation methods before research is begun
* Schedule times for students to conduct research and note taking. Some time may be with teacher and some may be with teacher librarian -- teacher will specify whether teacher or teacher librarian will be overseeing students research time.
* Assist and observe and oversee the process of note taking as students conduct their research.
* Model for and guide students through the writing process for the two paragraphs to be written.
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| **Accommodations/Differentiations:**All students will be closely observed as they choose digital and print resources. Some students have had specific books and/or digital resources pre-screened for them to ensure learning will occur. Some students will have resources read via digital reader or classroom assistant as they take notes. |
| **Materials/Resources:**Computer access required for student work. |