

Unit 3 Social Studies Weekly Lesson Outline

7 Weeks= 35 Lessons

Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

FOCUS QUESTION

(FQ) Why do people celebrate independence day?

**(EQ) Why do people move?
What are the positive and negative effects?**

OVERVIEW

Historians use clues from various sources to understand the past. Throughout Unit 3, students will analyze clues from a range of documents about the island of Hispaniola, to make inferences about its history and people. Students will move back and forth between the island's present and past, in order to make connections between history and today.

Unit 3 begins with an analysis of Independence Day, a day marked by celebrations in most students' countries. Week 1 activities elicit student knowledge about Independence Day in their countries, through descriptions of this annual celebration in their country, the food, clothing, dance and traditions that mark this special day. However, students are often unaware of the historical significance of this day and will be required to find out, through interviews with family members and internet research, why this day is celebrated.

Analyzing Independence Day celebrations today is an engaging entry point into history and the conceptual understanding of colonization. Using maps and images, students begin to connect colonization to resources and power. At the end of the Week, they look for clues on present day Hispaniola to support inferences about historical contact and colonization on the island. These activities build important schema for Week 2's exploration of the indigenous Taino, contact with Columbus, and Spanish colonization of the island.

Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

TEXT		
Non-Print ¹	Central: Print	Supplementary
<ul style="list-style-type: none"> • PowerPoint: Power • PowerPoint: Independence Day • PowerPoint: Hispaniola Today 	<ul style="list-style-type: none"> • Week 1 LEA text: Colonization 	<ul style="list-style-type: none"> • Black in Latin America: Haiti and The Dominican Republic (documentary) http://www.youtube.com/watch?v=6RIG4b3LV9o • Fiesta de Palo (Afro Dominican Music) http://www.youtube.com/watch?v=3Laa6PVculg • Haiti Music & Images (kreyol) http://www.youtube.com/watch?v=An8c7GE7TsA
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in weekly glossary to be put into subject section of vocabulary binder.</i>
<p>power</p> <p>colonize</p> <p>independent</p>	<p>Nouns: evidence, clue</p> <p>Verbs: control</p> <p>Adjectives: long ago, now, today, more, less</p>	<p>Nouns: gold, oil, spices, cotton, diamonds, ivory, sugar, tobacco, coffee</p> <p>Verbs: need, want, use, make, build, grow, give, travel, drink, breathe, wash, eat, cook</p> <p>Adjectives: sweet, rich</p>

¹ These resources are currently listed in 'texts' as links to images. In future revisions, these will be collapsed into PowerPoint presentations.

Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

Lesson	Objectives	Lesson Summary
1	<p>CO: Identify who has more power and justify with evidence.</p> <p>LO: Justify using, ' ____ has more power to ____ because ____.'</p>	<p>Translate Essential Question & Power Concept Map</p> <p>Students will be introduced to the unit essential questions and work in home language groups to translate and respond. Students will then review the concept of power from Unit 2 ELA and Social Studies by responding to images related to power and adding to their concept maps. Finally, students will make connections between power and the essential questions about moving. They will continue to make these connections across the unit.</p>
2	<p>CO: Describe independence day in my country.</p> <p>LO: Describe using verbs and adjectives.</p>	<p>Translate Focus Question & Analyze Independence Day Celebrations</p> <p>After translating the focus question, same country groups will create posters, using drawing and labeling, that show independence celebrations in their countries. Through a gallery walk, students will note patterns that repeat across the countries and share what they know about reasons for this celebration in their country.</p>
3	<p>CO: Explain why some countries colonize other countries.</p> <p>LO: Connect cause and effect using 'because.'</p>	<p>Zoom Out: Map Analysis of Colonization & Resources</p> <p>After sharing information from family interviews about independence day, students will share who once controlled their country, with teacher support as needed. The class will be introduced to the concept of colonization and begin a concept map, that includes its relationship to independence. They will analyze maps and pictures to identify major colonizing countries in history, and the connection to resources. Students will draw conclusions about colonization and power and connect back to the essential questions.</p>
4	<p>CO: Describe the people and culture of present day Hispaniola and make inferences about colonizers.</p> <p>LO: Describe using verbs (be, have, eat, speak, etc.) and adjectives. Connect inferences to evidence using 'because.'</p>	<p>Zoom In: Hispaniola</p> <p>Students will add to the colonization concept map and be introduced to the small Caribbean island as a case study for Hispaniola, and the groups of people who made contact here. Students will analyze maps and images of Hispaniola today, using clues about the people, language, and culture to make inferences about who colonized these countries long ago and connect back to the essential questions.</p>

<p>5</p>	<p>CO: Explain 'colonize' using a definition and examples.</p> <p>LO: Define using 'is' and key vocabulary.</p>	<p>Review & Assess</p> <p>Students will review the weekly focus question and essential questions, and synthesize their learning about colonization and independence. Students will complete a learning log to show their understanding of this week's concepts.</p>
<p><i>Week 1 Assessments</i></p>		
<p><i>Learning Log- Colonization & Independence</i></p>		

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FOCUS QUESTION

(FQ) Who were the indigenous people of Hispaniola?

(FQ) Who moved to the island in 1492? Why?

What were the positive and negative effects?

OVERVIEW

After reviewing Week 1 assessments, students will begin case study #1 with the Taino, the indigenous people of the island. The Taino were an organized and cooperative culture that thrived for hundreds of years on 'Quisqueya' before the arrival of any Europeans. Like Tuareg, Inuit, and Mayan culture, Taino culture developed as an adaptation to the natural environment. Students will begin Week 2 with a focus on the Taino, before Columbus arrived.

Columbus has been celebrated as a hero for 'discovering' America, but historical documents reveal his invasion of the Americas and his inhumane treatment of indigenous people. Spanish arrival on Hispaniola resulted in the decimation of the Taino population due to forced labor, weapons, and disease. Through film, images, and text, students will learn about Columbus's motives for traveling to the Caribbean and the contact between the Spanish and the Taino. They will make claims about Columbus's arrival on Hispaniola and its effects, using point of view thinking, talking and writing.

Students will continue to process content texts through a combination of teacher read aloud, and Read-Retell-Respond. Students will build their repertoire of reading strategies, including using text features, predicting, questioning, retelling in home language or English, cross checking images and print, determining meanings of unknown words, and

annotating.

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Week 2: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #1: Indigenous Taino & Arrival of Columbus

TEXT		
Non-Print	Print: Central	Supplementary
<ul style="list-style-type: none"> • PowerPoint: Taino • The Tainos (film)* http://www.youtube.com/watch?v=7deJXU4ZRG0 	<ul style="list-style-type: none"> • Weeks 2/3 PowerPoint Taino & Columbus 	<ul style="list-style-type: none"> • Indigenous People of the World (website) http://intercontinentalcry.org/peoples/ • <i>The Encounter</i> by Jane Yolen (English Spanish versions) • <i>A Young People's History of the United States</i> (Volume 1) • America Before Columbus (film) http://topdocumentaryfilms.com/america-before-columbus/ • 1492: Conquest for Paradise (film)
VOCABULARY		
Central Concept Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
Each concept gets full notebook page in the 'Word Study' book.	Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.	Each word is in weekly glossary to be put into subject section of vocabulary binder.
<p>cooperate</p> <p>motive</p> <p>journey</p> <p>Include: route, destination, transportation on concept map)</p>	<p>Nouns: diet, violence, population</p> <p>Verbs: claim, punish, treat, decline, discover, invade</p> <p>Adjectives: developed, valuable, inhumane</p> <p>Signal words: because, so</p>	<p>Nouns: island, ocean, coast, canoe, river, pottery, zemi, gold, ship, sailor, flag, gift, disease, weapons, gun, sword (+words on natural resource glossary)</p> <p>Verbs: work, hunt, share, pray, trade, protect, communicate, hunt, farm, welcome, meet-contact, sail, arrive, force, escape, kill, die, fight, destroy</p> <p>Adjectives: together, peaceful, generous, friendly, dangerous, round, near, far, rich, famous, foolish, lost, greedy</p>

Week 2: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #1: Exchanging Goods-Salt & Gold

Lesson	Objectives	Lesson Summary
6	<p>CO: Observe, infer, and inquire about aspects of Taino life and culture.</p> <p>LO: Support inferences with evidence using 'for example, ____.' Generate WH questions.</p>	<p>Before Reading: Hispaniola Long Ago Images Students will use See-Think to analyze images of the Taino on Hispaniola from long ago. Groups will make a claim about the Taino in each picture (THINK) and support using evidence from the image (SEE). The class will generate questions using WONDER.</p>
7	<p>LO: Support inferences with evidence using 'for example, ____.' Generate WH questions.</p>	<p>Before Reading: Translate Weekly Focus Question & View Taino Film Clip Students will revisit the unit EQs and translate the focus question. They will view clips of the film <i>The Tainos</i> to begin to answer this question. Students will view the clip twice, stopping to turn and talk with a partner to See-Think-Wonder. Students will receive week's glossary and the Week 2/3 text, previewing the cover page and table of contents. They must translate and label pictures for homework. This pre reading activity will guide the text reading for the rest of the week.</p>
8	<p>CO: Identify aspects of Taino life and culture from text.</p> <p>LO: Confirm/ disconfirm predictions and answer questions by cross checking with text.</p>	<p>During Reading: Read Aloud & Retell & Respond² After a review of student inferences and questions from yesterday's lesson, same language partners will share their images, labeling, and glossary translations. The teacher will read/ think aloud to model confirming predictions and answering questions from the text. Students will continue with Read-Retell-Respond in partners, by following the teacher model for respond.</p>
9	<p>CO: Identify reasons for Columbus's journey to Hispaniola.</p> <p>LO: Confirm/ disconfirm predictions and answer questions by cross checking with text.</p>	<p>During Read: Partner Read, Retell & Respond After a whole class review of Part 1 of the text, partners will continue with partner Read-Retell-Respond for Part 2. The teacher will debrief Part 3 with the class and make predictions about Part 3, contact between Columbus and the Taino.</p>

² In Weeks 2 and 3, three days are allotted to this week's text, as there is more content to process. This means the assessment of the text can be given as a warm up in Week 3, Lesson 11. Teachers will need to use their judgment in deciding how much of the text is supported through read aloud, and how much students can read and process in partners.

<p>10</p>	<p>CO: List the positive and negative effects of Columbus's journey to Hispaniola.</p> <p>LO: Confirm/ disconfirm predictions and answer questions by cross checking with text.</p>	<p>During Read: Partner Read, Retell & Respond Continue with Part 3 and review the content from the week's text, by answering the focus questions and identifying cause and effect relationships in the text.</p>
<p><i>Week 2 Assessments</i></p>		
<p><i>Partner Read-Retell-Respond</i></p>		

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FOCUS QUESTION

***(FQ) Who moved to the island in 1492? Why?
What were the positive and negative effects?***

OVERVIEW

Students will begin Week 3 by responding to text questions about the Week 2 text. Groups will then develop claim-evidence paragraphs in Lessons 11-12, related to the causes and effects of Columbus's journey. (Teacher directions are included in the Week 3 materials.) A fourth claim-evidence paragraph option could be added, focusing on Taino culture as an adaptation to survival in their natural environment.

Following group presentations and class evaluation of the paragraphs using the writing rubric, students will participate in a Hot Seat activity in Lesson 13 to enact the points of view of the Taino and Columbus during the encounter. This oral rehearsal will prepare students for the point of view diary writing in Lessons 14-15. Student diary entries from Weeks 3 and 5 will be revised and finalized in Week 6 for the final project.³

³ Students are working on diary as a genre across all subjects in Unit 3.

Week 3: PRESENTATIONS & WRITING

Case Study #1: Indigenous Taino & Arrival of Columbus

TEXT		
Non-Print	Print: Central	Supplementary
<ul style="list-style-type: none"> • A real diary (to illustrate what a diary is) 	<ul style="list-style-type: none"> • Weeks 2/3 PowerPoint Taino & Columbus 	<ul style="list-style-type: none"> • <i>Columbus's Diary</i> (primary source) http://www.fordham.edu/halsall/source/columbus1.asp • <i>Bartolome De las Casas's Diary</i> (primary source)
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
Each concept gets full notebook page in the 'Word Study' book.	Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.	Each word is in Weekly glossary to be put into subject section of vocabulary binder.
point of view	Students will integrate Week 2 vocabulary into Week 3 speaking and writing activities.	Nouns: diary Verbs: imagine

Week 3: GROUP PRESENTATIONS & WRITING

Case Study #1: Indigenous Taino & Arrival of Columbus

Lesson	Objectives	Lesson Summary
11	<p>CO: Make a claim about causes and effects of Columbus's journey and support using evidence.</p> <p>LO: introduce evidence using signal words, 'for example, in addition, finally.'</p>	<p>Week 2 Assessment & Groups Prepare Presentations</p> <p>After the Week 2 assessment, the teacher will facilitate a class discussion and semantic map with all words students associate with Columbus journey to the island. They will use these, with teacher support, to generate claims in response to the weekly focus questions. Each group will be assigned a claim, to be supported by text evidence. Groups will develop paragraphs on chart paper, color-coded (see Claim-Evidence Guide).⁴</p>
12	<p>CO: Make a claim about causes and effects of Columbus's journey and support using evidence.</p> <p>LO: Read a paragraph orally with accurate pronunciation and attention to punctuation.</p>	<p>Groups Present</p> <p>Groups will use the warm-up to practice and then each group will present. The audience needs to say back the group's claim and the evidence they presented. Audience members need to state if each piece of evidence supports the claim, and explain why or why not. The audience will evaluate the paragraphs using the writing rubric, and vote on the strongest paragraph, using the rubric criteria.</p>
13	<p>CO: Express the point of view of a Taino person and Columbus.</p> <p>LO: Generate WH questions. Listen and respond orally to questions using present past tense verbs.</p>	<p>Hot Seat</p> <p>Following directions in the Lesson 13 materials, students will work in groups to generate questions for a Taino person before and after Columbus's arrival, as well as for Columbus himself. Groups will rehearse their questions to the 'historical figures' at their tables. Then volunteers will come to the Hot Seat as a whole class.</p>
14	<p>CO: Express the point of view of a Taino person and Columbus.</p> <p>LO: List key words in a graphic organizer.</p>	<p>Point of View Diary: Brainstorm & Model Part 1</p> <p>Consider a warm-up where students read different quotes and imagine who might have said this, justifying their responses. The teacher will introduce a real diary to elicit from students what the purpose of a diary is. This can include showing a passage from Columbus's diary, an important primary document. Students will then follow a teacher model of the Point of View diary brainstorm, using a mind map graphic organizer. The teacher will invite students to complete the brainstorm of both a Taino and Columbus mind map.</p>

⁴ An alternative focus is to introduce students to Columbus Day celebrations in the US, as well as statues of Columbus all over the world, following the brainstorming of words related to Columbus. Claims can then be generated in response to the questions about the impact of Columbus's arrival on Hispaniola. For example, 'Did Columbus discover or invade Hispaniola?' 'Should we celebrate Columbus Day?' If this is not integrated into Week 3, this can be integrated into the Week 7 PSA.

15	<p>CO: Express the point of view of a Taino person and Columbus.</p> <p>LO: Write a paragraph using key words.</p>	<p>Point of View Diary: Write Part 1 Students will use the model to draft their own point of view diary entries.</p>
<i>Week 3 Assessments</i>		
<i>Group presentations</i>		
<i>Hot Seat Participation</i>		
<i>Point of View Diary Entry: Taino & Columbus</i>		

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FOCUS QUESTION
<p>(FQ) Who moved to the island in 1511 and why?⁵</p> <p>What were the positive and negative effects?</p>
OVERVIEW
<p><i>A goal of Unit 2 Social Studies was to highlight complex civilizations that developed and thrived in Africa long before Europeans arrived. The Trans Saharan Trade as the Unit 2 case study gave students a glimpse into ancient kingdoms in West Africa. This provided a broader context for West African history, and the importance of trade, before the introduction to the Trans Atlantic Slave Trade in Unit 3.</i></p> <p><i>African history is too often oversimplified and reduced to the period in history that was the Transatlantic Slave Trade. This 400-year period, often referred to as the African Holocaust, had devastating and far-reaching effects for millions of people; yet it must be understood in the broader context of African history.</i></p> <p><i>In Unit 3, Week 4, students will learn about a different group arriving in Hispaniola in the early 1500s, African slaves. They will examine why they came and the connection to Spanish motives. This week highlights the inhumane kidnapping and forced labor of African slaves on sugar plantations in Hispaniola, motivated by Spanish colonizer's desire for profits. The week positions the people forced onto the ships as 'heroes,' highlighting resistance, resourcefulness, and survival in the face of atrocity. Continued point of view work in Weeks 3 and 4 pushes students to consider motives, experiences</i></p>

⁵The island of Hispaniola remains the location for the case study in Weeks 3-4. While slaves were imported across the Americas, the focus here is on African slave labor on Hispaniola's sugar plantations. The study of Hispaniola cannot end with the Spanish and Taino because African roots are anchored on the island, about which there has been mis-education. The cultural and racial make-up of present day Hispaniola cannot be understood with an understanding of the arrival of Africans on the island beginning in the 1500s.

and impact of different people as participants, both voluntary and forced, in the same historical event.

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Week 4: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #2: African Arrival

TEXT		
Non-Print	Print: Central	Supplementary
<ul style="list-style-type: none"> Slave images & maps (TBD) 	<ul style="list-style-type: none"> Weeks 4/5 PowerPoint: Africans to Hispaniola 	<ul style="list-style-type: none"> Roots (film-select clips) Middle Passage (book of drawings by Tom Feelings) From Slave Ship to Freedom Road
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
Each concept gets full notebook page in the 'Word Study' book.	Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.	Each word is in Weekly glossary to be put into subject section of vocabulary binder.
<p>slave</p> <p>hero</p> <p>roots</p> <p>cultural diffusion</p>	<p>Nouns: expert, profit, labor, crop, decrease, racism, inequality, poverty</p> <p>Verbs: enslave, own, resist</p>	<p>Nouns: master-owner, guns, chains, plantation</p> <p>Verbs: choose, buy, sell, kidnap, beat, bring, steal, fight, take</p> <p>Adjectives: better, inhumane, terrible, free</p>

Week 4: EXPERIENCE to ORAL LANGUAGE to PRINT

Case Study #2: African Arrival

Lesson	Objectives	Lesson Summary
16	<p>CO: Observe, infer, and inquire about aspects of West African life before and during the slave trade.</p> <p>LO: Support inferences with evidence using 'for example, ____.' Generate WH questions.</p>	<p>Week 3 Assessment Feedback & Before Reading: See-Think-Wonder⁶ After receiving their drafts of the diary work from Lesson 15, students will be introduced to the focus question for Weeks 4 and 5, as they translate and respond with their predictions. Students will translate the tier 1 glossary and process images related to the Week 4 text using See-Think-Wonder.</p>
17		<p>Before Reading: Labeling Text Images & Film Clip Students will label all images in the Week 4 Text on Africans on Hispaniola, and share what they know so far about Africans on Hispaniola using prior knowledge and text images. They will add to their list of questions from Lesson 16. A film clip can be added to this lesson that enacts a part of the text they will read. (Ex. The kidnapping of Kunta Kinte in the beginning of <i>Roots</i>. Teachers will need to use judgment to select a short clip to prepare students for the text.)</p>
18	<p>CO: Identify causes of African arrival on Hispaniola beginning in the 1500s.</p> <p>LO: State main idea of causes in own words in English or home language.</p>	<p>During Reading #1: Read Aloud & Retell & Respond⁷ Teachers will need to design the three text reading days according to student needs, and the range of reading levels in the class. Teachers will need to use judgment in balancing read aloud with partner reading. The strategy focus is identifying the main idea of each text section. This should be modeled with think aloud for students each of the three reading days, using a different text section each day. Students then practice identifying the main idea in their partner Read-Retell-Respond work. In processing the text, students are also responding to questions that have been posed by the class and generating new questions. Students will also continue with the strategy of cross-checking predictions with what the text says.</p>
19	<p>CO: Identify the effects of African arrival on Hispaniola from different points of view.</p>	
20	<p>LO: Restate main idea of effects in own words in English or home language.</p>	
<p><i>Week 4 Assessments</i></p>		

⁷ Like Week 2 (Is there supposed to be more info here?)

<i>Partner Read-Retell-Respond</i>
<i>Text questions</i>
<i>Observation Checklist</i>

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FOCUS QUESTION

***(FQ) Who moved to the island in 1511 and why?
What were the positive and negative effects?***

OVERVIEW

In Week 5, students will repeat the Week 3 activities with the arrival of African slaves on Hispaniola as the content. In Lessons 21-22, students will generate claims as a class in response to the weekly focus questions. Each group will be assigned one claim, which they will need to support with evidence from the text. As they did in Week 3, groups will write their paragraphs on chart paper, color coding each part (See Claim-Evidence Guide). Groups will present their paragraphs, and the class will vote on the strongest one, using criteria from the writing rubric. Group paragraphs from Week 3 will be compared to those from Week 5, according to the traits on the rubric.

The remaining lessons for the week will bring students back into historical point of view thinking, talking, and writing. Lesson 23 is a Hot Seat activity, and Lessons 24-25 ask students to write diary entries from the point of view of a slave imported to work on sugar plantations on Hispaniola. Students might also assume the point of view of a slave owner, or of a ship captain.

By the end of the Week students will have drafts of their Hispaniola diary entries from Week 3 and 5. These will be revised and finalized in Week 6.

Week 5: PRESENTATIONS & WRITING

Case Study #2: African Arrival

TEXT		
Non-Print	Print: Central	Supplementary
<ul style="list-style-type: none"> Slave images & maps (TBD) 	<ul style="list-style-type: none"> Weeks 4/5 PowerPoint: Africans to Hispaniola 	<ul style="list-style-type: none"> <i>Roots</i> (film-select clips) <i>Middle Passage</i> (book of drawings by Tom Feelings) <i>From Slave Ship to Freedom Road</i> <i>To be a Slave</i>
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>**Each concept gets full notebook page in the 'Word Study' book.</i>	<i>**Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>**Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p>There is no new vocabulary introduced in Week 5. Students will integrate Week 4 vocabulary into speaking and listening activities for Week 5. As students 'fish' for words as they write their diaries entries, they will learn new words as well.</p>		

Week 5: PRESENTATIONS & WRITING

Case Study #2: African Arrival

Lesson	Objectives	Lesson Summary
21	<p>CO: Make a claim about causes and effects of slave journeys to Hispaniola and support using evidence.</p> <p>LO: Introduce evidence using signal words, 'for example, in addition, finally.'</p>	<p>Week 2 Assessment & Groups Prepare Presentations</p> <p>After the Week 2 assessment, the teacher will facilitate a class discussion and semantic map with all words students associate with African slaves' journey to the island. They will use these, with teacher support, to generate claims in response to the weekly focus questions. Each group will be assigned a claim, to be supported by text evidence. Groups will develop paragraphs on chart paper, color-coded (see Claim-Evidence Guide).</p>
22	<p>CO: Make a claim about causes and effects of slave journeys to Hispaniola and support using evidence.</p> <p>LO: Read paragraph orally with accurate pronunciation and attention to punctuation.</p>	<p>Groups Present</p> <p>Groups will use the warm-up to practice and then each group will present. The audience needs to repeat back the group's claim and the evidence they presented. Audience members need to state if each piece of evidence supports the claim, and explain why or why not. The audience will evaluate the paragraphs using the writing rubric.</p>
23	<p>CO: Express the point of view of an African slave.</p> <p>LO: Generate WH questions. Listen and respond orally to questions using present past tense verbs.</p>	<p>Hot Seat</p> <p>Following directions in the Lesson 13 materials, students will work in groups to generate questions for an African slave, forced to travel to Hispaniola. Groups will rehearse their questions and answers at their tables. Then, volunteers will come to the Hot Seat as a whole class.</p>
24	<p>CO: Express the point of view of an African slave.</p> <p>LO: List key words in a graphic organizer.</p>	<p>Point of View Diary: Brainstorm & Model Part 1</p> <p>Consider a warm-up where students read different quotes and imagine who might have said this, justifying their responses. Students will then follow a teacher model of the Point of View diary brainstorm, using a mind map graphic organizer.</p>
25	<p>CO: Express the point of view of an African slave.</p> <p>LO: Write a paragraph using key words.</p>	<p>Point of View Diary: Write Part 1</p> <p>Students will use the model to draft their own point of view diary entries.</p>
<i>Week 5 Assessments</i>		
<i>Group presentations</i>		

<i>Group written paragraphs</i>
<i>Hot Seat participation</i>
<i>Diary entries</i>

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Week 6: CREATIVE PROJECTS & PRESENTATIONS

FOCUS QUESTION

***(EQ) Why do people move?
What are the positive and negative effects?***

OVERVIEW

During Weeks 1 through 5, students have learned about and enacted the points of view of various historical people on the island of Hispaniola. These include a Taino man, woman or child before and after the arrival of Columbus, Columbus himself, as well as a slaves kidnapped from Africa, forced on a ship, and enslaved by Spanish colonizers.

In Week 6, students will review and revise their diary entries from Weeks 3 and 5. There is no new Social Studies content in Week 6, but there is a heavy focus on academic literacy skills and the writing process. The two revision mini lessons will focus on sentence structure and word choice to improve writing.⁸ Students will apply the mini lessons to revise their diary entries.

In addition to revising writing, students in each group will select their strongest lines to rehearse and audio record in a digital collage of voices from Hispaniola, to be listened to as a class in the beginning of Week 7.

⁸ A guide to 6+1 Trait Writing will be included in future drafts of the curriculum to support all content teachers in developing student writing skills.

Week 6: CREATIVE PROJECTS & PRESENTATIONS

TEXT		
Non-Print	Print: Central	Supplementary
There is no new print this week, as students work on projects. They will return to atlases and previously read text and images for information to inform their dialogues.		
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
There is no new vocabulary introduced in Week 6. Students will integrate Week 4 vocabulary into speaking and listening activities for Week 5. As students 'fish' for words as they write their diaries entries, they will learn new words as well.		

Week 6: CREATIVE PROJECTS & PRESENTATIONS

Lesson	Objectives	Lesson Summary
26	<p>CO: Communicate the experience of a historical person with accuracy and detail.</p> <p>LO: Vary vocabulary in writing by using synonyms.</p>	<p>Writing: Mini Lesson and Revision- Word Choice</p> <p>The teacher will model how to vary words and expand academic vocabulary using a sample point of view diary entry. Students will use a thesaurus to find synonyms for words that repeat across the diary entry they have selected to contribute to the group diary. Following the model, students will revise three to five words in their entry and change them on draft 1. Students will share new words at their table.</p>
27	<p>CO: Communicate the experience of a historical person with accuracy and detail.</p> <p>LO: Expand sentences from simple to compound or complex.</p>	<p>Writing: Mini Lesson and Revision- Sentence Structure</p> <p>The teacher will use his/ her draft 1 diary entry to expand simple sentences into compound or complex ones, using signal words. This process supports student revisions that move from simple to academic sentences. Students will choose 2-3 sentences to expand in their selected diary. They will highlight the old sentences on draft 1 and rewrite them on an index card. Students will share their new sentences at their table, so peers can support accuracy. Students will then submit their index card to the teacher to check and correct as needed before final drafts are written the next day,</p>
28	<p>CO: Communicate the experience of a historical person with accuracy and detail.</p> <p>LO: Write a final draft that shows improved word choice and sentence structure.</p>	<p>Final Draft</p> <p>Following a teacher model, students use their revision notes to rewrite their final draft on paper. Students read their draft to a partner so he/ she can support any needed corrections.⁹</p>
29	<p>CO: Create a group oral recording on historical points of view from Hispaniola.</p> <p>LO: Rehearse and orally record select lines using Voicethread (or other program).</p>	<p>Create Group Digital Diary</p> <p>Each group member contributes a diary entry to the group project, using Google Presentation.¹⁰ The group negotiates choice of the cover image and title, images, and any voice recording that might be imported. Teachers need to make technology choices based on student technology</p>

⁹ You might designate stronger students, who will finish their final drafts sooner, to be writing assistants. As students finish writing, they can bring their drafts to a writing assistant for a final check on basic elements like spelling, capitalization, and periods.

29		skills by the end of Unit 3.
30		
<i>Week 6 Assessments</i>		
<i>Week 6 Project presentations</i>		
<i>Final revised diaries</i>		
<i>Audio recordings of select diaries</i>		

DRAFT

Week 7: CLAIM-EVIDENCE RESPONSE TO THE ESSENTIAL QUESTION¹¹

FOCUS QUESTION

**(EQ) Why do people move?
What are the positive and negative effects?**

OVERVIEW

The goal of Week 7 is to use claim-evidence thinking, talking and writing to educate the public about Hispaniola, connecting its past and present. Each group will contribute to a class PSA that addresses the unit questions to push viewer's thinking about present day realities of the island that can only be understood in the context of its history.

It is highly recommended that students are involved in all stages of the PSA project, to increase ownership and allow students to apply skills in authentic ways. This includes producing, directing, editing, as well as marketing through designing and circulating invitations to an outside audience. The video should be screened by the class, and a panel of select students can facilitate a discussion with the audience following the film.

The lessons outlined in Week 7 do not include all steps of the production, which will clearly extend the Unit time beyond seven weeks. But this is well worth it, and allows students to see the fruits of the labor. Although this is a group project, students are still required to produce claim-evidence writing individually, as this continues to be an important assessment of academic writing. (CCSS, W.1)

¹¹ In an earlier draft, Unit 3 culminated in a PSA educating others about Columbus Day. Students made claims about why we should not celebrate Columbus Day.

Week 7: CLAIM-EVIDENCE RESPONSE TO THE ESSENTIAL QUESTION

TEXT		
Non-Print	Print: Central	Supplementary
Students need access to all texts used in Weeks 1-5. They will need to go back into text to find evidence to support their claims. Supplementary texts also need to be available this week.		
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p style="text-align: center;">PSA</p> <p style="text-align: center;">Public Service Announcement</p>	<p>Nouns: message</p> <p>Verbs: convince, persuade, implore, urge</p> <p>Adjectives: aware, informed, educated</p>	<p>No new tier 1 words are introduced this week, but students will learn new words needed to craft their arguments.</p>

Week 7: CLAIM-EVIDENCE RESPONSE TO THE ESSENTIAL QUESTION

Lesson	Objectives	Lesson Summary
31	CO: TBD LO: TBD	Generate New Claims & Assign Each to a Group Students will generate claims about what people need to know about the past and present of Hispaniola and its people. Each claim will be assigned to a group.
32	CO: TBD LO: TBD	Claim Evidence: Select Evidence Using their graphic organizers for claim evidence, groups will go back into texts and other materials from the unit to find evidence to support their claims. Groups will be encouraged to do additional research to support claims.
33	CO: TBD LO: TBD	Claim Evidence: Develop Evidence & Conclusion Students will develop their evidence by explaining what the text says and what it means, and why this is important. A mini lesson on persuasive language support students in convincing the public of their messages.
34	CO: TBD LO: TBD	Oral Rehearsal Groups decide how to assign lines of their argument to different members. Once lines are assigned, pairs of students will practice rehearsing so they are ready for recording.
35	CO: TBD LO: TBD	Recording¹² Students will revise and edit their drafts into draft 2, which will be the final drafts for this unit.
Week 7 Assessments		
<i>Individual Written Paragraphs¹³</i>		
<i>Audio-Video Recorded Segment</i>		
<i>Observation checklist</i>		

¹² You will need more than one recording session depending on the length of a class period. You will also need to decide to what extent students will be involved in the editing process. This will add time, but is worth it for student investment in the project.

¹³ If there is no time for student writing in Week 7, an additional day can be added for in-class writing the following week.