

Outline Of Lessons For Unit

DAY	AIM	OBJECTIVES	INSTRUCTIONAL SEQUENCE/PLAN	DAILY ASSESSMENT
Monday & Possibly Tuesday	<p>When the Europeans landed in the Americas, the Americas were full of Native peoples.</p> <p>200 years later, how had those cultures adapted or assimilated?</p>	<p>SWBAT use images and secondary source materials to piece together a description of how many South-Eastern Native American tribes had adapted or assimilated, and how there was a bi-directional influence between Native Americans and settlers of European descent (SoED).</p>	<ul style="list-style-type: none"> Review images of Native Americans from earlier in the US History curriculum Remembering that 200 years have gone by, how might Native American cultures have changed? QUICKWRITE based on what you know <or> what you think is possible, plausible. Turn n' talk Give groups images of Chief John Ross, Sequoya, the Cherokee alphabet, the Cherokee Phoenix, the sign in New Echota, etc. Anything you can find that will disrupt stereotypes and provoke questions. Groups note what differences from earlier understanding of Native American cultures the images expose. Groups define questions they want answered In addition to those defined by the class, add <ul style="list-style-type: none"> <i>How did Cherokees help SoED adapt to their new environment?</i> <i>In what ways had Cherokees assimilated to adapt to be more like the SoED?</i> Students read section in Steck-Vaughn America's Story and watch Brainpop video (first half of Trail of Tears video) to respond to questions. Groups reach consensus before class discussion 	<p>Observed class interactions</p> <p>Student participation in small group work and class discussions</p> <p>Quickwrite</p> <p>Completed graphic organizer</p>
If not Tuesday, then Wednesday	<p>The Cherokee, the Creek, the Choctaw, the Chickasaw, and the Seminole are no longer prominent in the South Eastern United States. What happened?</p>	<p>SWBAT describe the basic events that made up the period of Indian Removal.</p>	<ul style="list-style-type: none"> Review yesterday's learning: Quickwrite (narrative form): 200 years after Europeans arrived and started settling the Americas, how had Native American tribes adapted or assimilated? QUOTE-NOTE-COMMENT protocol with President Andrew Jackson's quote: "Can it be cruel when this Government offers to purchase the Indian's land, give him new and extensive territory, pay the expense of his removal, and support him for the first year in his new home?" Provide the two terms <i>Indian Removal</i> and <i>Trail of</i> 	<p>Quickwrite</p> <p>Responses to Quote-Note-Comment</p> <p>Observed participation in small-group and whole-class discussions</p> <p>Responses to and questions about the John G. Burnett letter</p>

			<p><i>Tears</i>. Student groups brainstorm either what they know of these events, or ideas of what the terms might refer to.</p> <ul style="list-style-type: none"> • Class discussion of what they know or (or think they know of, assume about) Indian Removal. Students create (in groups) list of questions. • See if this has any answers? Groups (3-4) read over John G. Burnett’s letter, working together to answer basic questions to locate the document in some known framework. • Shared reading/Read aloud; class discussion of the basics of the letter • Which of our K-W chart questions are answered? • What parts of the letter are most confusing? Write four questions about the letter or for the author of the letter. 	
<p>Possibly Wednesday, but maybe Thursday</p>	<p>How was the Trail of Tears seen by SoED observers at the time? What evidence exists from that time itself?</p>	<p>SWBAT work collaboratively to read and interpret a small chunk of difficult text, reach consensus on their responses to focus questions, and present those responses clearly;</p> <p>SWBAT identify the historical details of the ToT;</p> <p>SWBAT identify the author’s purpose in the letter as a whole, & in smaller decisions within the text</p>	<ul style="list-style-type: none"> • Review the letter – discuss what made it difficult • Small groups tackle small sections of the text with the help of focus questions. • Responses are typed and a gallery walk is created so that students can see (rather than just hear) the breakdown and information gleaned from each section. • Outstanding questions about the letter are fielded. 	<p>Students write one index-card-sized summary of the letter from John Burnett.</p> <p>Summary should include the subject and purpose of the letter, and the student’s evaluation of whether or not the letter was valuable and its objectives were met.</p>

<p>Thursday if y<u>u</u>'re clever, Friday if y<u>u</u>'re n<u>o</u>t</p>	<p>How is the topic of Indian Removal addressed today?</p>	<p>SWBAT evaluate what they know and don't know about Indian Removal of the 1800s, and will use various secondary sources to fill in gaps of their knowledge</p>	<ul style="list-style-type: none"> • Retool the old K-W-L chart, or start again. We've learned so much; now we K more and W to K different things. Student groups collaborate on new charts • Where can we go to L our Ws? Where do we normally find historical information? Class brainstorms • Today's group project is a collaborative poster with the goal of educating others about the episode we call Indian Removal • Set parameters: must include answers to 5-W-Qs, images, must be accessible and informative, must pose two questions to the viewer • Groups establish what information they want to include and what questions they still need answered • Make a variety of textbooks available, the internet, brain pop videos (can be accessed via phone). • Give a time limit for research to keep internet users on task 	<p>Difference between first KWL charts on day 2 and today's version</p> <p>Student participation</p> <p>Informational posters</p>
<p>Friday. Unless it's M<u>o</u>nday</p>	<p>Which project do I take on? Envisioning the project, and starting to write.</p>	<p>Students will choose between the two letter writing culminating projects. Students groups will review rubrics and assist one another with materials as needed.</p>	<ul style="list-style-type: none"> • Review what is known about the Trail of Tears. Student groups present their posters from the prior day. In reviewing, ask how we know each piece of information: what sources were useful? • Turn-and-Talk: How do we imagine that Native Americans felt at this time? How, especially, did the leaders feel? • Describe project options. Break into groups and review rubrics. • Start writing. 	<p>Observed interaction and responsiveness through review activities; Ability to recall basic background information; observed ability to start working on project</p>
<p>M<u>o</u>nday <u>o</u>r Tuesday</p>	<p>Writing, seeking feedback, typing, revising, work period.</p>		<p>The finished product.</p> <p>Before that, observed progress on project, observed use of materials, interactions between students and their peers.</p>	

<p>Tuesday</p>	<p>Evaluating and Presenting our Work</p>	<p>Students will work in small groups to evaluate letters using a teacher-prepared rubric</p>	<ul style="list-style-type: none"> • Create groups with a mix of project A and project B • Give rubrics to each group, review the terms. • First time: students read own work to their group • Students share which resources they used • Students ask questions • After each has read, rotate the copies and use as reference in completing rubrics. 	<p>Student projects and rubrics</p> <p>Observed interaction and discussion</p>
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