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Using Text Sets to Foster Critical Literacy Skills in Fifth Grade Social Studies

by

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A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts
in Literacy Education

Hamline University

St. Paul, Minnesota

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Mom and Dad ~

Thank you for making sure I had everything I needed to be successful; not only for this project, but for life itself.

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CHAPTER ONE

Introduction

“The best moments in reading are when you come across something – a thought, a feeling, a way of looking at things – which you had thought special and particular to you. Now here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out and taken yours.”

— Alan Bennett, *The History Boys*

Students are asked to focus on many tasks when in a classroom: listen to this story, summarize this section of a textbook, understand what you are reading. All too often we forget that students need support when reading across the curricular areas. Frequently, I hear teachers around me complain about the complexity of social studies textbooks and the struggle students face when deciphering the main idea of a passage. However, students are still expected to read from these difficult texts, sometimes with limited guidance to support comprehension. Students struggle with difficult vocabulary, spending precious time trying to pronounce a foreign name and then losing track of what they are reading about in the first place. When social studies teachers rely solely on a textbook to gain information students may be left to drift in and out of the realm of understanding, often missing the main idea of the text.

Content area teachers have many battles to wage in order to engage students in learning. What if there was a way of presenting information in a manner that helps students connect with what they are learning in a personal way, yet encourages asking difficult questions that dig deeper into an issue? Through this capstone, my goal will be to explore these ideas. I hope to discover how to engage students in meaningful text and create purposeful talk by answering the following question, *How can a text set be used to promote critical literacy skills in a fifth grade social studies unit surrounding the topic of American Colonization?*

Past Experiences

A love for reading sparked early in my young years, but my journey as a reader was not as streamlined as one might think. My earliest memories of reading involved burying my head into my mother's shoulder while she read to me, night after night, from my childhood favorites. I can still hear the audible groan that escaped her lips as I requested for the hundredth time to hear my beloved *Rosie and Michael* (Viorst, 1974). Despite her inner protests, she would always pull the crimson, water stained paperback from the cedar book shelf and slide into bed beside me. There were nights that I would ask her to pause her retelling so my eyes could wander over the familiar black and white pencil drawings. I needed to reexamine the details on the side of the cigar box that housed poor Michael's dead parakeet, and count the rings on the worm that poked out of Rosie's tuna fish sandwich. Their friendship was one of total annoyance yet complete acceptance, and even at a young age I was able to draw parallels between the story's two friends and my brother and me. For me, reading this book was warm and comfortable – the exact reflection of my childhood. I eagerly listened to story after story, my eager mind soaking up the tales like a small child devours their favorite ice cream cone.

Despite this youthful exuberance, it was not until much later that I developed an independent love of reading. The voices my parents, grandparents and teachers lent to the characters would weave an intricate web of a story world that I loathed to break apart from, yet I struggled to figure out how to choose a book that I enjoyed reading to myself. For some reason, every book my teachers put in front of me failed to peak my interest. When I tried to offer my own voice to the characters it seemed dull, unimaginative and uninspired. I could not breathe life into the characters of my picture books. Sadly, I began to lose my love of reading. It had become a daunting chore, one I was more than willing to try and cheat my way out of, pretending to

move my eyes across the page. Through this process, I discovered early in life that if you look like you are doing what you are supposed to be doing, you will rarely be bothered.

Despite my lack of interest in reading, I still very much enjoyed my time in school. Social studies and music quickly pulled ahead as my favorite times of the day. How fascinating it was to learn about the Oregon Trail, the contents of King Tutankhamun's undisturbed tomb and to sing along with the class songs from *Mary Poppins* (Disney, 1964). Unfortunately, for me, the informational books my fourth grade teacher placed in front of me, hoping to coax out some enthusiasm, again failed to entertain. I was a great conundrum to my poor teachers, who tried so desperately to reach out to me. It was not until fifth grade that reading finally found a special place in my heart.

Ms. Mullens, my fifth grade language arts teacher, was a virtual master at sharing books with the class that were of high interest. I vividly remember Kenny Watson's battle with the Wool Pooh in *The Watson's Go to Birmingham – 1963* (Curtis, 1995) and Rifka's lonely letters as she left Mother Russia in order to escape religious persecution in Karen Hesse's *Letters From Rifka* (1993). Then one day, Ms. Mullens set *Dear America: Winter of the Red Snow* (Gregory, 1996) on my desk. Author Kristiana Gregory brought a whole new dimension to our social studies lessons surrounding the Revolutionary War. How could these poor soldiers march through such horrific conditions that ghastly winter spent in Valley Forge? Who could forget the extraordinary Martha Washington, a woman to which all future first ladies will be measured. The content I craved, yet was unable to find up until that time, was history. From that moment on, I latched onto any historical fiction book my teacher could put in front of me. Reading was once again exciting, alluring and completely satisfying. Fifth grade was the year reading transformed from an aggravating chore to the biggest reason to stay up late.

The difficult question to ask would be, “Why hadn’t literature made its way into my content area classes before?” My 10 year old self so desperately needed a novel to link what I was learning in the classroom to real-life events. I needed to hear what it was like living during that time in history to fully comprehend the hardships, successes and fears of those who lived long ago. To this day, historical fiction dominates my bookshelf, and it is the first section of books I am drawn to upon entering any book store. One of my favorite things in the world is when a student asks me to recommend a historical fiction novel. Truly, I am sure my face is as bright as the full moon, and twice as cheesy.

Current Practices

My grade-level team has experienced a few turbulent years trying to build our social studies curriculum. The year I was hired, we worked out of a textbook using a teacher basal to teach our 5th graders about North American history, beginning with theories of how man first arrived in North America and ending with the American Revolutionary War. The textbook was written for students reading at an 11th grade level and was full of facts the authors deemed important for students to know. Our students found the textbook tedious, intimidating and, to be honest, quite boring. I found myself conducting further research at home so I could fill in the gaps in my students’ understanding with colorful stories and engaging video clips from History.com and Youtube. It was a tremendous amount of work to design and execute supplemental lessons with activities that prompt my students to ask, “Is it time for social studies yet?”

However, it was not until my building dedicated professional development time toward the creation of standards-aligned learning targets that my team began to question the use of the textbook. It quickly came to light that several 5th grade social studies standards were not being

addressed, specifically the standards aimed towards critical thinking and analysis skills. The textbook did a marvelous job detailing the *who*, *what*, *where* and *when* of historical events, and sometimes, toward the end of the chapter, factual paragraphs could be found addressing the question of *why*. What this textbook was missing were accounts about real people, the historical characters who experienced the events being so thoroughly described. No, the textbook's authors were unable to create scenarios that brought history to life for my students. These events were so far removed from their reality that students simply could not relate to the people who experienced the events, let alone develop empathy for them.

My team then turned to a company that boasted a language arts integrated curriculum that would get students out of their seats to experience history first hand. Students were thrilled to be able to examine historical artifacts (even if they were just pictures printed out on paper) and come up with their own conclusions as to why a certain object was invented or what its existence tells us about that time in history. I was thoroughly encouraged by the heightened levels of engagement I was witnessing in the classroom, and believed this curriculum to be exactly what our social studies team was looking for.

Alas, something was still missing. There was a nagging sense throughout my lessons that while students appeared to be enjoying the curriculum, they were still missing the opportunity to engage with historical figures. Students were not given the opportunity to experience history in a way that made it relatable to them. Being a passionate history scholar myself, I wished for opportunities that would provide students with a sense of historical immersion. I strongly believe that to understand a historical event, one must dig deeply into the human experience of that time. Students need time to explore how people felt about that historical event, how people from

different ethnic backgrounds and cultures were treated, who benefited from societal change and which groups were forced to adapt to it.

Since my content area literacy class in the spring of 2015, I have been incredibly passionate about shifting literacy skills into my social studies block. It was such a blessed relief to realize that other content areas could lift the learning target burden on our language arts block. After years of feeling completely underwater trying to address the sheer number of literacy standards, it was almost like getting permission to allow ourselves to explore other options. While exploring these options, I also found it incredibly powerful and completely necessary to weave literacy standards into all parts of our curriculum.

I love presenting my students with high quality literature that directly links to the concepts being taught. One of our content area literacy assignments was to build a text set surrounding a chosen theme. I decided to build mine around the shared experiences of the people who lived through the American Revolutionary War. It was incredibly powerful to research and find novels, picture books, art and song lyrics that taught my students an unseen side of the war. Many students began to understand the harsh betrayals felt by slaves as they struggled to pick a side that would best benefit their personal goals of freedom in Laurie Hesse Anderson's novel *Chains* (2010). Students could describe the unforgiving circumstances of being a Patriot soldier in an army ill-equipped to serve even their basic needs while reading *Dear America: Winter of the Red Snow* by Kristiana Gregory. My search for texts further shed a light on groups with little to no representation in literature, like the treatment of Native American groups before, during and after the Revolution. Pointing out this fact to my students helped many realized how underrepresented this group is in history, and allowed us to ponder this fact as we continued to learn about Native Americans through this lens.

Future Considerations

The next step in the quest to provide high quality, thought provoking curriculum in my social studies block rests with the incorporation of critical literacy skills. Now that I have experience in moving literature and literacy standards into the content area, I want to empower my students to look beyond the words, beyond the paint and ask the important questions that will lead them to true understanding of the historical event. What can an author's or artist's main focus, or more importantly, their lack of focus, tell us about the pulse of a historical event?

I strongly believe I can support my students' understanding of *American Colonization* by engaging them in strong and appealing texts. By pulling a multitude of multimodal texts, students will be able to more easily make the personal connections that allow them to feel empathy towards the excitement and hardships of this period in time. Through nonfiction, literature, art, videos, songs, first hand accounts, letters and poems from that time, a student will be able to find a text that speaks to them regardless of the learning style and preference of the learner.

One of the greatest gifts we can give students is the power to question anything and everything around them. To truly get to the root of what is happening around them and come to an informed conclusion, they must be able to question motivations, detect bias and examine all perspectives. I believe I can foster these skills by promoting critical literacy skills in my teaching, specifically in social studies. By questioning the past, students will gain the confidence to question the present and their futures.

Looking Ahead

Critical Literacy is about asking questions: asking questions of the author, how the author chose to write the story, whose voices are present, whose voices are missing or underrepresented, and how these present and missing voices influence how we see an event. What if these questions were applied to the teaching of history?

Too often, history may be taught strictly through a lens of dates and cause and effect scenarios. How can we teach our students about the struggles, pleasures and worries of individuals who lived during a specific period in time? How do we show students how events affected multiple groups in history? Rather than focusing on the soldiers that fought in the war and their families waiting at home, what if we focused on the unsung heroes? The forgotten populations who also experienced these events? Native Americans, slaves, free blacks, immigrants, soldiers, wives, children, pastors... the possibilities are endless.

In order for my social studies students to truly understand the lessons history has to offer, I must engage my students with a variety of texts to which they can personally relate. These texts need to bring history alive; they must transform dates, facts and figures into tangible, discernible evidence for students to examine. I believe this can be done through a well-chosen text set accompanied by curriculum that provides ample time for students to analyze the common threads and question the motives of historical characters and the authors who wrote about them.

Moving forward in this project, Chapter Two will provide a review of current research on text sets, critical literacy and how incorporating both practices into social studies instruction can provide a unique and engaging representation of history. The literature review will first discuss the power text sets have to support the literacy process, provide choice that will increase interest

and motivation along with promoting personal connections between the reader and the subject of the text. Then, it will continue with a review of critical literacy and how it can be used to build questioning skills and spur inquiry in the classroom. Finally, this literature review will describe how using a critical literacy approach in the social studies area can teach historical concepts using multiple perspectives, as well as encourage students to develop historical empathy.

Chapter Three will move on to provide an overview of my text set and curriculum choices that will incorporate critical literacy skills in the social studies block. I will first provide background on the students and the learning environment that will eventually experience this curriculum in the classroom. This chapter will discuss my methodology, the framework used when making text decisions, and the rationales that will support the curricular choices.

My own passion and desire to learn about and teach history is what drives my curriculum designs in Chapter Four. Here, you will experience the rationale for my text selections and view the activities that will cultivate critical thinking around the period of *American Colonization* in 5th grade social studies.

Finally, Chapter Five will conclude by reflecting on what is learned from developing curriculum that uses a text set to teach about *American Colonization* using a critical literacy approach. It will also detail the limitations of implementing this curriculum into my classroom, and recommendations I have for the future.

CHAPTER TWO

Literature Review

“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree. ”

— Michael Crichton

Introduction

It amazes me to look back on my professional years and realize that what I was teaching was rarely questioned. I pride myself on my lesson designing skills; I work incredibly hard to provide meaningful content that my students find relevant and real, thus increasing their motivation and engagement. While language arts takes priority when planning, it is social studies that captures my passion for learning history. During class, plays would be rehearsed and performed to dramatize Columbus's first steps in the new world and textbooks would articulate the disastrous consequences of France's alliance with the American Patriots that led to the end of their monarchy. Students asked questions to clarify the content and tone of the writing, but never has a student asked if the author's writing held bias or if another version of the story existed. It was not until my Critical Literacy course taken for my Master's degree in Literacy Education that I myself asked questions about the validity of what I was reading. Textbooks often present only one outcome of a conflict and only factor in consequences felt by the majority of the peoples involved. What about the underrepresented or misrepresented groups? What consequences did they suffer due to the actions of others? My students have never asked those types of questions, largely in part due to how I, the educator, presented information to them, and the lack of questions I asked of the textbooks. It is the educator's role to model how to respectfully challenge the message and motivations of authors brought into a classroom. In this quest to present history in a more authentic capacity, and to encourage learners to be critical

consumers of what they read, I ask the question, *How can a text set be used to promote critical literacy skills in a fifth grade social studies unit surrounding the topic of American Colonization?*

Teachers must be critically aware of the content they bring into a classroom, therefore selecting texts to support an area of study carries a mighty burden. Because of this, many fall back into using the text found in textbooks. They are large, imposing books that a struggling reader could take one look at and write off as an impossibility. Textbooks are often criticized for the facts that have been left out, as well as for the misinterpretation and distortion of the facts as presented by the authors (Bukowiecki, 2014). Therefore, to teach history responsibly, a social studies teacher must present textbooks for what they are; a limited and subjective view of historical events. In addition to textbooks, teachers must collect other sources for students to read, analyze, synthesize and draw conclusions. It is through this investigative viewing of texts that students can begin to compare, ask questions and draw out important truths.

Defining and Developing a Text Set

A text set is composed of many different things, all with the common thread of being defined as a text. Texts are defined as something that sends a message to an audience. It can be through writing, drawings, photographs, movie clips, advertisements, cartoons, songs, poetry, internet resources, articles, picture books, nonfiction, fiction, and novels (Carlson & Strop, 2010). The texts selected will all focus on a central theme; *Ancient Egypt*, *Books About Snow*, *Myths and Legends From Around the World* and *Underground Animals* are a few examples that a text set could be built to address. All the books in the text set are meant to define and describe the theme in different ways. Table 1 is an example of a text set constructed to address modern issues with immigration.

Table 1

Immigration Text Set

Type of Text	Title & Author	Brief Summary
picture book	<i>Going Home</i> by Eve Bunting	A Mexican American family takes a trip to visit relatives still in Mexico. While the parents are thrilled to be “home”, the children, both born in America, struggle to understand how this foreign place could possibly be “home”.
picture book	<i>The Color of Home</i> by Mary Hoffman	A young boy has arrived from war torn Somalia, and finds America to be dull and bleak. When given the opportunity in school to paint what home looks like, sad memories overwhelm him and take away the beauty of his homeland. After sharing his pain with his new teacher, the boy begins to accept that parts of Somalia can make a home in America.
picture book	<i>Hannah is My Name</i> by Belle Yang	A girl named Na-Li and her family travel from Taiwan to San Francisco to make a new home. Her father tells her that America is a land where people have the freedom to say what they like, so Na-Li changes her name to Hannah and begins to adjust to her new world. All the while, her family anxiously waits for the arrival of green cards that will ensure they can stay in their new home.
poetry	<i>Home of the Brave</i> by Katherine Applegate	A story told through free verse poetry, Kek, a young boy from Africa, escapes an attack on a refugee camp and journeys to Minnesota to start a new life with his aunt and cousin. There, as he anxiously waits for news of his missing mother, Kek weathers the tough Minnesotan winter by finding new friendships, strength in his memories of home and belief that he will one day belong in his new country.
novel	<i>Esperanza Rising</i> by Pam Munoz Ryan	Esperanza, a girl used to every luxury in life, is forced to flee Mexico with her mother and migrates to a company owned farm labor camp in California. Now, not only is life a daily struggle, but they find that many of their own countrymen wouldn't accept them.
video clip	<i>Children of Asian Immigrants Reveal Sacrifices Their Parents Made</i> by BuzzFeedYellow	Children of Asian immigrants are interviewed and reflect on how and why their parents chose to leave their homelands and the sacrifices they made so that their children could have a better life.
video clip	<i>I'm an Immigrant, But I'm Not</i> by BuzzFeedYellow	Immigrants explain why they chose or were forced to immigrate. They describe what they love about their new home, as well as addressing common stereotypes.

The assembler of the text set must consider which texts will define the chosen central theme. These are the texts that every student in the room will encounter. Often, these texts are read aloud to students, or may be a video that is shown during class time. They hold the main

essence of the theme and are vital to student understanding. Other texts in the set are meant for students to further explore the theme in different ways, through different genres and with different perspectives. These texts will create the student choice reading portion of the text set. Many students will encounter these texts, but not all. Finally, a text set is specifically created for students to read multiple texts surrounding the same theme throughout a specific and consecutive amount of time, allowing them to read across the texts to construct knowledge.

Text sets are meant to “reflect the texts of today’s world” (Carlson & Strop, 2010, p. 2), and therefore need to significantly reflect the texts from that time period. For instance, when considering a text set centered on an event in history, it would be exceedingly important to incorporate primary sources such as diary entries, newspaper clippings, propaganda art and song lyrics composed at that time. A complete text set should consist of five to ten texts on a particular topic or theme, and should include varied genres, readability and content (Giorgis & Johnson, 2002). It is important to note that text sets need to also be representative of the students in the classroom. Lexile levels, as well as content, should be considered to ensure that all students are able to find texts that they can successfully comprehend.

It is through connections made between the texts that students may be better able to articulate the common theme and deepen their understanding of an issue. Elish-Piper and Wold (2009) agree that a wide range of texts “... help (students) consider important issues and questions” (2009, p. 88), as well as lending a deeper look into the universal issues facing humans. If, for example, a text set is assembled surrounding the theme of immigration, students will not only learn about how people traveled from their homeland to a new home, but why they chose to leave and the consequences of trying to start a new life in a strange land.

Another important part of collecting a text set is the inclusion of a disruptive text. Its sole purpose is to discuss the theme from a completely different point of view than the other texts (Smith & Zygouris-Coe, 2006). When addressing critical literacy skills through a text set, incorporating disruptive texts are vital. Students must have key texts to explicitly show them a different side of the story. Through these texts, students can begin to question the multiple perspectives of an issue. By experiencing a multitude of texts centered on a central theme, students are able to delve deeper into the human experience, enriching their learning.

Implementing a Text Set in the Social Studies Block

Many teachers may view a text set designed for social studies and dismiss it due to time constraints. Content area literacy should not be seen as an additional skill to teach. According to Manzo, Manzo and Thomas (2009), pushing literacy standards into the content area should be commonplace in every discipline, for standards can be used to enhance the content already being taught. Instead of thinking of what a text set would replace, one should be asking what a text set could enrich. Textbooks are “broad, encyclopedic, and have a lot of information, but through the ages, it is clear that people often learn best through stories” (p. 241). A text set, with multiple forms of texts, would appeal to all types of learners. Students who learn best through novels receive the opportunity to explore an issue through the fictional weavings of a talented author. Bukowiecki (2014) tells us that there are short stories, plays, children’s books and movies that can “blend fictional and historical elements, paint vivid pictures of historical events and present memorable and moving depictions of the past” (p. 129). Yet students who enjoy nonfiction can find solace in the factual texts that informational books, primary sources and documentaries provide. When these texts are combined, students and teachers alike may find that reading across texts provides learners with the opportunity to practice literacy skills and strategies to more

effectively learn the content (Carlson & Strop, 2010). A well-chosen text set can enhance the learning experience, pushing concepts past the theoretical into deeper understanding.

Incorporating text sets into the social studies block also allows students to understand the “interdisciplinary nature of knowledge, as they see how interrelated much of their content learning is with other disciplines and with the human experience in general” (Manzo, Manzo & Thomas, 2009, p. 242). As these authors state, the boundary lines between reading and other disciplines will begin to fade through the incorporation of literature in the content areas. It is the role of the teacher to make that transition rich and seamless.

Supporting the literacy process. As previously stated, including literature and informational texts, in addition to textbooks, can help support the literacy processes of thinking and learning. By using different types of text students, will engage in multiple literacies. Traditional textbooks are typically a “one size fits all” document, causing many students to become frustrated and discouraged. Text sets within the content area can provide accessible texts that will strengthen a learner’s understanding of the concepts being taught, regardless of their reading ability. Bersh (2013) tells us that by using different types of text, we can support the creation and development of learning strategies that can later lead toward critical inquiry. Picture books, for example, can promote the literacy process. “The illustrations will support comprehension for...reluctant readers or students reading below their peers’ grade level” (Bersh, 2013, p. 49). By providing opportunities for students to explore pictures or art created around an event, students will gain a visual support that will lead to deeper understanding. The same may also be said for video clips and movies.

Another positive element of literacy development that a text set could provide is assistance in the development of learning strategies. “Thematic text sets facilitate students’

development of learning strategies such as brainstorming, making charts, webs and making connections” (Bersch, 2013, p. 49). By incorporating different thinking strategies for students to use while working with a text set, students will be more likely to make valuable connections within the material.

Finally, reading across texts gives learners the opportunity to practice literacy skills and strategies (Carlson & Strop, 2010). Being faced with multiple genres, all pointing to a common theme, students will engage in beneficial thinking processes that will strengthen their knowledge base of the content area. In our quest to strengthen this knowledge base, we also strengthen the student's ability to read and understand different types of text.

The power of choice. Using a text set in the social studies block is a unique way to provide choice in the classroom. Students are able to choose how they will learn about a particular topic, using a text that is meaningful to them. “No one text or activity can possibly meet the needs of the diverse range of reading levels and interests found in the typical classroom” (Miller, 2012, p. 91), therefore the burden may fall to the teacher to search out texts that will allow students to choose something that will specifically satisfy learning preferences. Students could choose to expand their understanding of a historical event by creating connections to characters experiencing it in a novel, diary or letter. A picture book or drawing could allow students a visual representation, while a video clip or movie could bring the entire event to life in an engaging dramatization. Poetry and songs demonstrate the emotional state of the people living at that time, enhancing the love, fear and excitement of that time for the reader to experience. All of these texts appeal to different types of learners. Studies indicate that “motivation increases when students have opportunities to make choices about what they learn and when they believe they have some autonomy or control over their own learning (Jang,

Reeve, & Deci, 2010; Skinner & Belmont, 1993, as cited in Gambrell, 2011, p. 174). Allowing students to choose what they read gives them power and buy-in, creating more enthusiasm and engagement about the topic and reading assignments (Miller, 2012). Text sets offer a wide variety of choices, which result in students feeling more involved in the topic of study, leading to greater ownership of that learning.

Interest and engagement. Klemp, McBride and Ogle (2007) are a few of the many researchers who believe that students need to have “multiple opportunities to study the same content to deepen understanding, and in the process build neural paths that deepen memory” (p. 18). Text sets allow students multiple doses of the same information. For many, this may seem redundant, but a text set can present this information to students through multiple points of view. Each author will tell the story in a different way, and each version of the story represents the viewpoint of someone from that time in history.

A common element of text sets are read aloud texts. These books are typically the centerpiece of the collection and hold within them the defining central theme. “Read alouds can be used to motivate older readers to become interested in a topic. Students themselves have reported that a preferred instructional practice is having a teacher read portions of text aloud to introduce new reading and promote interest” (Fisher & Frey, 2007, p. 100). Listening to the written word is often more meaningful to students. In this setting, their brain power is not being divided into the different reading functions of decoding, comprehension and synthesis, and they are also able to relax and enjoy the speaker’s use of expression to breathe life into the content. Whether texts are read in their entirety or a portion is used as a way to foster discussion on informational topics, reading aloud to students is an incredibly useful strategy to further build knowledge on a topic (2007).

Using media in a text set is another valuable way to boost engagement. “The opportunity to use media to engage students with traditional texts is distinctly different from the options currently offered to many students” (Elish-Piper & Wold, 2009, p. 88). Rather than rooting through an outdated textbook, students can indulge in websites, online articles and research, blogs, videos and other forms of media to attain new information. Many districts have the luxury of offering one-to-one devices like iPads and Chromebooks to students with the intent of making learning even more accessible. Incorporating media resources gives students means to access those sources, leading to higher motivation and opening the door for inquiry.

Personal connections to historical characters. Text sets will also allow students to create more personal connections to historical characters. Reading about George Washington, for example, may provide students with facts about the who, what, where, when and a few why’s of his life; imagining how Washington felt as he crossed the Delaware River on the way to the Battle of Trenton requires a different thought process, one that uses the facts to create and interpret another’s thoughts. These thoughts are likely to be absent from an average textbook and found instead in historical recreations crafted by well-researched authors and personal letters written by Washington himself. J.D. Nokes (2013) argues that “...through fiction, students can vicariously experience conditions and events that occurred in distant times and places, in a manner that is impossible with textbooks” (p. 125). Other authors, such as Manzo, Manzo and Thomas (2009), feel strongly that selecting insightful children’s literature and bringing it into the classroom can “teach something of the lives of the people, what daily living was like, what was fun, what games they played, what caused happiness and unhappiness, as well as fear and anxieties” (p. 238). Rather than only communicating how people of the past lived, students will be shown these elements through detailed story plots, colorful illustration, drama filled films and

fact-packed nonfiction. By creating personal connections with historical figures, students will retain more information and may also approach the content with increased enthusiasm.

Critical Literacy and Text Sets

The following section will define critical literacy, how it can be used to build questioning skills and promote inquiry, and discuss how critical literacy concepts can be used in the social studies block to teach history using multiple perspectives, in addition to building historical empathy surrounding a historical event and its key players.

Defining critical literacy. Critical literacy is how the reader sees and interacts with the world (Wolk, 2003). It is about “having, as a regular part of one’s life, the skills and desire to evaluate society and the world” (Wolk, 2003, p. 101). According to Fisher and Frey (2007), there are four major dimensions of critical literacy:

- disrupting the commonplace
- interrogating multiple viewpoints
- focusing on sociopolitical issues
- taking action and promoting social justice

Disrupting the commonplace asks students to consider an alternative understanding to something they may already be familiar with. For example, reading the book *Celebrating Ramadan* (2002) by Diane Hoyt-Goldsmith, a book about the Muslim holiday, may disrupt and broaden a non-Muslim student’s understanding of holidays. At a time when the Middle East is often described as an unforgiving war zone and the Muslim faith portrayed as hateful and vengeful, students would be able to see that the root of this ancient religion is indeed settled around peace and love for others (DeVoogd & McLaughlin, 2004).

Choosing a text that represents a story from a different viewpoint invites students to consider an alternative side to a story. Consider the Tony award winning musical, *Wicked* (2003), written by the playwright Winnie Holzman. This play addresses the classic story *The Wonderful Wizard of Oz* (1900) by L. Frank Baum from the point of view of the Wicked Witch of the West. In the original story, the Wicked Witch of the West is the evil villain set on destroying a young girl because she possesses a pair of sparkly shoes; in the musical, the witch, named Elphaba, uncovers an evil plot masterminded by the Wizard of Oz. In an effort to discredit Elphaba, the Wizard and his trusty sidekick Glenda the Good tells the people of Oz of her wickedness and that they must hunt her down. The viewing of this play would cause students to question their original understanding of this classic story.

Texts that focus on sociopolitical issues are often controversial and may cause anxiety for a teacher when deciding to bring them into the classroom. These texts are often written for the purpose of communicating the difficult social and political climates experienced in communities and in the world. Books such as Neal Shusterman's *Unwind* (2007) details the difficult topic of abortion, and paints a horrifying picture of what a country could face if this prickly topic continues to escalate in the media and in the political world. Where parents and teachers often falter when explaining difficult subjects, books can offer explanations, provide clarity and lend perspective for students wanting to explore these issues further.

Finally, texts that sponsor taking action to promote social justice could show students how everyday people are fighting to right the wrongs in our world. An example of this concept can be found in *The Secret Life of Elephants* (Spearing & Ford, 2009), a documentary about Dr. Iain Douglas-Hamilton and his colleagues' work researching the emotional capabilities of elephants and details their efforts to protect these quiet giants from poaching. Encountering texts

such as this could aid in the realization that one person can make a difference when working to right the wrongs of society.

Each of these components is an essential part in becoming critically literate. “Whenever we engage in any one of these dimensions, we are engaged in critical literacy”, leading to deeper, critical understanding of the text. (Fisher & Frey, 2007, p. 15).

Another element of critical literacy is the focus on identifying and exploring issues of power. Power is a concept that is not always emphasized as we move through a text. What power does a parent hold over a child? A king over his subjects? A plantation owner over his slaves? When reading, we need to ask questions about who has power and who is denied it; how power is used and how it is abused (Wolk, 2003, p. 101). These questions surrounding power often involve issues of “race, culture, class, gender, media and the environment” (p.101). By pinpointing issues surrounding power, students are asked to delve deeper into a text, far beyond traditional comprehension questions. In identifying the hierarchy that is often mirrored in society, students could create an important connection to their daily lives. If students are able to make those vital connections, they will be able to transfer what they are reading about into their immediate world, thus extending their learning outside of the classroom.

Teaching critical literacy skills in the classroom will entice students to question what they are reading, ask questions about the motives of authors, to inquire if there is another side of the story, and to wonder what they could do to counteract the injustice present. Looking at today’s society and common attachments to social media for collecting news, it is unfortunate that critical literacy skills are often not present in curricula.

Building questioning skills. At its core, social studies is all about questioning and power (Wolk, 2003). Questions are asked to clarify, to determine importance, to make students wonder

about the text and prompt more questions. When social studies teachers approach the content from a critical literacy angle, it demonstrates to students that questions must be directed beyond questioning the text itself. Modeling what questions to ask is integral to teaching our students how to question, therefore teachers must audibly question the content and the themes that emerge from it, and question the author. “By questioning the author, students assume a new role when reading; they become evaluators of the success of the author in making the material comprehensible to them” (Klemp, McBride & Ogle, 2007, p. 19). By teaching students to look at text from an evaluative lens, students move beyond surface understanding and enter the world of critical thinking.

A text set allows students to read extensively about a chosen topic, allowing them to make connections and develop critical awareness. As students begin to gain that awareness, they tend to foster even more questions (Giorgis & Johnson, 2002). Moving through a text set allows students ample opportunities to generate and respond to questions that “require them to analyze information, identify problems, develop original solutions and formulate opinions” (Fisher & Frey, 2007, p. 140). Pushing critical literacy questioning into a lesson is a meaningful way to raise the questioning status quo of a classroom.

Promoting inquiry. Another positive outcome of incorporating critical literacy skills into the classroom is the natural creation of inquiry. “When teachers decide to embrace a critical pedagogy, they are deciding to bring a questioning stance into their classroom” (Freeman & Johnson, 2005, p.16). Reading across a variety of texts creates a sense of intertextuality and allows the generation of questions (Giorgis & Johnson, 2002). These questions are the driving force behind inquiry. As students begin to make connections, they will begin to wonder about what comes next, what happened as a result and how people were affected.

Having a well formed text set available for students to use when these questions arise may become a natural steppingstone towards the next book. Having multiple texts all addressing different aspects of a central theme could provide students with instant gratification and could lead to further inquiry.

Critical Literacy in the Social Studies Block

When thinking about where and how to incorporate a critical literacy pedagogy, it is important to remember that critical literacy could be as simple as altering how one asks questions about a text. “Critical literacy views readers as active participants in the reading process and invites them to move beyond passively accepting the text’s message to question, examine or dispute the power relations that exist between readers and authors” (Devoogd & McLaughlin, 2004, p. 14). Students need to move past the illusion that the author is always right and we, the reader, must take their word as fact. Every source handed to students will contain bias, specific points of view and divergent perspectives, making it incredibly important to teach students how to recognize each and question what they read (Fisher & Frey, 2007). Students need access to a rich and diverse range of texts from which to analyze and examine these features.

Multiple perspectives. When studying the past, one must keep a constant vigil when examining documents with the intention of understanding historical events. Most primary historical documents that have survived have often been written by the victors of a conflict. They portray the enemy as vicious and unworthy, perhaps even brutal when describing an adversary’s actions, customs and ceremonies. Since many cultures throughout history did not use or have a written form of communication, so much of what is known about certain groups are solely learned through another person’s observations. Learners must often sift through mounds of assumptions, opinions, bias and sometimes slander to try and catch a glimpse at an honest and

empathetic viewpoint. Due to this, social studies teachers need to present history using multiple texts that portray a multitude of perspectives.

When applied to historical events, a critical literacy approach has the power to teach about history using multiple perspectives. To begin this process, students must first realize that stories from history can be told differently. Much like trying to sort out a disagreement between two classmates, it all depends on who is telling the story. This principle does not apply to just stories; “...as there is a writer behind every text making decisions about content and style, there is a photographer behind every photograph making decisions about lighting, angle, subject and setting” (Jewett, 2007, p. 166). Analyzing the multiple pieces of art on the Boston Massacre could lead a student to many different conclusions, especially when compared to the written accounts of that long ago March day.

Text sets are a valuable tool that can provide students with multiple perspectives of the same event. When paired with a critical questioning approach, students are able to develop new possibilities for understanding and interacting with the world (Bersh, 2013). Once students realize which perspectives are present, they will have the opportunity to brainstorm other perspectives that are absent. As students begin to look for those missing points of view, the door is open for students to search for and discover other texts that can help fill in missing parts of the story. It is possible that students may encounter accounts that differ from what they have previously read, in which case an interesting conversation could be had about why that particular perspective is missing, and what that tells the reader about that time in history.

These are the essential discussions we need to be having in social studies. Learners must be encouraged to dig deeper into issues and draw conclusions based on those findings, not simply settle for what the textbook tells them to think. Jewett (2007) cautions that “building

multiple perspectives into the social studies curriculum is not about laying out versions of a story and asking students to choose one over the other; it is about asking thoughtful questions, seeking a range of evidence, analyzing the finding and crafting complex answers” (p. 165). Students need to understand that when studying history, there are rarely easy answers.

Historical empathy. The concept of historical empathy is more than simply seeing a situation, a person or even an idea through the eyes of another. According to Foster (1999), historical empathy is a process that allows students to understand why people did the things they did. It can help students appreciate the consequences of past choices, while having the advantage of hindsight to debate how we as a society would handle those situations today (1999). A citizen’s job is not to judge the past, but to explore why events happened.

The task of inserting one’s self into another person’s shoes can be quite a challenge, but stepping into the shoes of a person who lived in another time containing different social norms is an entirely different undertaking. Students need explicit practice questioning how or why someone acted a certain way. They will also need to study the circumstances of the time period to create an understanding of bias. Some students will naturally be able to empathize with historical characters or an event. They will be able to read a text and understand the motivation behind decisions made and courses of action that were pursued. Other students will struggle in the development of empathy. These students will need to be immersed more deeply into a historical period to truly come to terms with social and political climates during that time.

Having students examine a variety of texts may help build historical empathy. Historical empathy can encourage students to contemplate a historical character’s thoughts and beliefs, leading to an understanding and appreciation of their circumstances and the consequences of their actions (Foster, 1999). Historical fiction allows students to experience events through first

person narratives. Primary sources provide students with first hand observations and emotions from individuals who were there to experience it. Poetry and songs can give valuable insight to powerful emotions surrounding a situation, and movies use dramatic actors, creative sets, special effects and music to build mood for the audience. Text sets have a unique ability to allow students a deep and profound perspective on a given time in history.

Conclusion

In Chapter Two, text sets were defined along with important considerations to contemplate when implementing one. The essential aspects of critical literacy were then discussed and how it can be used to build key comprehension and analytical skills. This literature review ended with an investigation into the importance of pushing critical literacy skills into the social studies block. It is a natural fit and one that will entice students to delve deeper into historical study.

If teachers can provide a framework for close reading and questioning of the text, students will be able to bring that framework outside the four walls of school and they will begin to apply those skills to the world around them. “The purpose of critical literacy is not to tell students what to think but to empower them with multiple perspectives and questioning habits of mind and encourage them to think and take action on their decisions...” (Wolk, 2003, p. 101). This is why pushing critical literacy skills into the classroom, specifically into the social studies block, is so important. Social studies is the study of living. Citizens of the world must question its power structures and live for the common good while understanding and appreciating the past, for that is the only way to ensure a greater future (Wolk, 2003).

In the coming chapter, the groundwork required to build the text set will be introduced, along with a description of the students who will someday experience it. The framework used to

guide the development of the curriculum will also be discussed in depth so that the reader may see and understand the thought process used to create it. In Chapter Four, the text set selections will be provided along with rationales for each choice and the activities developed to take maximum advantage of the learning that will take place. Finally, in Chapter Five, the reader will find a reflection on the building of the curriculum, its limitations and final notes on this project.

CHAPTER THREE

Methods

“Every moment happens twice: inside and outside, and they are two different histories.”

— Zadie Smith, *White Teeth*

Introduction

Making the decision to create curriculum is difficult: it first comes with the conclusion that the curriculum currently available is not addressing the educational needs of a classroom. Every classroom will be different than the one next to it and teachers’ ideas of what is best may vary. Teachers face an ever changing world of needs that they must be prepared to address. Even when meaningful instruction is delivered, the collection of ability levels will fluctuate from year to year, forcing teachers to revisit lesson plans and question their methods.

This text set and curriculum provide students with an alternative look at historical events. Students will examine, question, challenge and create new meaning through multiple texts focused on the subject of *American Colonization*. Provocative activities were designed to guide students in this process, allowing them to compare their findings with others and, together with their classmates, generate dynamic conclusions about the events during this time in history. Ultimately, this curriculum fosters historical thinkers; students who will be prepared to apply their knowledge to other areas of study, resulting in the enhancement of critical thinking skills.

In this chapter, I provide an overview of the text set and curriculum development choices that will incorporate critical literacy skills into social studies. I first provide background on the students and the learning environment that will eventually experience this curriculum in the classroom. Finally, I discuss my methodology, the framework I used when making text decisions, and the rationales that support curriculum choices.

District Setting

The district in which I am currently employed is located 30 miles west of the Twin Cities and is experiencing a rapidly growing population. The 3,759 students are currently housed in one high school, one middle school and two elementary schools. Due to an expanding population, a new elementary school is being built and is set to open Fall 2016. The high school and middle school buildings are being renovated and programs are being revamped to accommodate the arrival of new families into the community. All of the district's teachers will experience changes to their current schedules and more than half will be changing buildings, some filling new roles. It is an extensive year of transition, one that holds great promises of renewed commitments and revisions to current practices.

The district contains very little racial and ethnic diversity with 93% of its students identifying as white. The remaining population consists of 4% Hispanic students, 2% Asian/Pacific Islander and 2% are Black. It has a free and reduced lunch population of 12.1%, which is considerably lower than many other districts in and around the Twin Cities. Its English Language Learner population is 1.1% and 13.4% of student qualify for Special Education services. The district has also met AYP goals consistently in all areas since 2012. In 2015, students tested positively on state standardized tests with a proficiency score of 71.8% in reading, 75% in math and 59.5% in science. All of these proficiency scores are 15% higher than the state average. The current fifth grade class as a whole tested at 72% proficient in reading and 87% proficient in math. While their reading scores are consistent with the district average, this class's math scores were considerably higher.

The district's major concern is how to continue propelling already proficient students to meet growth goals. Both of these areas of focus can be addressed through the addition of critical literacy skills into the curriculum, specifically in social studies.

Classroom Setting

The district has adopted a clustering approach when setting student schedules. Students with a Gifted and Talented label are clustered together with specific teachers while students with an Learning Disability (LD) label in special education are clustered in other classrooms. The intention of this model is to decrease the range of abilities in a classroom so the teacher may create a more personalized learning environment. The focus classroom has housed a special education cluster for the past four years. Due to the wide range of learning abilities the past few classes have experienced, the school has decided to pilot a co-teaching model, where a special education teacher pairs with a general education teacher to teach a core subject. It is through this pairing that we are able to service special education students in a whole group setting. I have been a part of this teaching paradigm switch for the past two years, and due to this partnership my room has a higher number of students on Individualized Education Plans (IEPs) than other special education cluster classrooms.

This current fifth grade language arts class contains 26 students, six of which have an LD diagnosis, one student is on the Autism spectrum, two students who qualify for Speech services and two students have 504 plans for Attention Deficit Hyperactivity Disorder (ADHD) and anxiety disorders. It is a classroom with a wide range of abilities and diverse needs. The co-teacher and I work hard to plan lessons that address these various needs and foster confidence building for all students.

During the 75 minute language arts block, supports are necessary to address the diverse needs of the classroom. Unfortunately, I do not have a co-teacher with me during the remainder of the school day. Another hardship for my lesson planning is the addition of six students who receive small group language arts instruction. These students, all with a LD or Developmental Cognitive Disability (DCD) label, return to my classroom for social studies instruction in the afternoon. The only other adult in the room is a paraprofessional who assists two of those students. The task of building content knowledge and nurturing understanding in the varied group falls to me alone. Many of these students are still grappling with basic decoding skills and struggle to read the textbook our current social studies curriculum supplies. Asking students to read in social studies is, for many, a stressful task and it is a problem I have been wrestling with for the past few years. The text set and curriculum developed is meant to alleviate some of this stress, while hopefully enticing students to approach social studies with less apprehension while encouraging all students to continue to progress in their academic growth.

Curriculum Development Process

By bringing in historical documents, nonfiction texts and literature, I immersed students in an historical experience that our current curriculum lacks. However, I do believe our current curriculum provides meaningful information that hits the majority of our Minnesota social studies standards through student-approved experiences. My intention was not to replace our existing practices surrounding the events of *American Colonization*. I want to use this curriculum in tandem with current practices, for it is only through the basic understanding of historical events that historical empathy can begin to form.

This text set and supporting curriculum invite students to analyze and dig deeper into the people, places and events surrounding *American Colonization*. It addresses several fifth grade

Minnesota social studies standards surrounding historical thinking (Appendix A), along with many fifth grade Common Core language arts standards (Appendix B). It also fosters critical thinking skills, leading to deeper understanding of the issues of power during this time. Students were asked to critically question authors and their intended messages, leading students to discover their own power to interpret and question any text that they read.

Backward Design

To assist in this important work, the curriculum designing framework built by Wiggins and McTighe (1998), referred to as *Backward Design*, was utilized to build this curriculum. This unique lesson planning philosophy is grounded in the principles of building curriculum from the bottom up. In their book, *Understanding by Design* (1998), the authors discuss the traditional routes taken by many teachers when constructing lesson plans. Often, teachers begin with the materials, such as textbook and favored activities from past years, to decide how they will design the lesson and determine its objectives (1998). I am guilty of using this method, of taking the existing textbook and writing my lesson goals based on its contents. I have built an entire year's worth of curriculum based upon a textbook, shaping the unit's objectives based on what could be learned from it. Wiggins and McTighe want educators to understand that this is actually the opposite of what lesson planning should be. Instead, teachers need to "start with the end - the desired results (goals and standards) - and then derive curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform" (1998, p.8).

There are three stages of *Backward Design*:

- Identify desired results
- Determine acceptable evidence

- Plan learning experience and instruction

Backward Design urges educators to identify learning goals based on standards first, before any other planning steps have been taken. Once these goals have been overtly stated, then and only then can assessments be created to serve as evidence of student learning. This evidence will be the culmination of the unit of study, the rationale for the unit's purpose. It is exceedingly important that these learning outcomes are explicitly thought through and organized into meaningful methods of assessment. Once learning objectives have been identified and a method of evidence collection has been designated to document student understanding of those objectives, the final step is to create instruction, design educational experiences and gather texts through which students will accumulate the knowledge necessary to demonstrate mastery of the learning goals.

In 2011, the authors updated the *Backwards Design* lesson template (Appendix C) which I used to lay out all lessons. Using Wiggins and McTighe's unit planning framework was an important part of ensuring that my curriculum holds true to its instructional and learning goals. It assisted with providing structure that will carry over from lesson to lesson. It also supported and safeguarded my learning goals to confirm that each lesson was linked to the final outcomes of the unit.

Conclusion

In this chapter, I described my intentions for building this curriculum and identified the framework that guided the lesson plan designs. The details of the district and classroom were discussed, which assisted in describing the rationale for the creation of this text set and accompanying curriculum.

Looking ahead to Chapter Four, I present the text set, the rationale for each text choice, and the lesson plans that will use these texts to build critical awareness. In the final chapter of this capstone, I reflect on the processes that brought this text set and curriculum together. I will also discuss the considerations and limitations that may present themselves when trying to implement this unit.

CHAPTER FOUR

Results

“An education that creates silence is not an education.”

- Roger Simon

Introduction

These chapters have described my own experiences, the research and the methods of how I will address a need in my classroom. My passion and desire to learn about and teach history is what drives my curriculum design in Chapter Four. Here, I will present the rationale for my text selections and review the activities that will cultivate critical thinking around the topic of *American Colonization*.

Curriculum Development

Through the consultation of Wiggins and McTighe’s *Understanding by Design* (1998), the foundations of this curriculum was built upon predetermined goals, essential questions and essential understandings. Backwards Design allows the curriculum designer a unique opportunity to design a unit by building a strong base that identifies the big questions and then builds activities to address those questions. By using this process, the curriculum constructed is focused on how students will:

- pose relevant questions about historical events, historical documents, historical fiction novels, video clips, historical art and websites.
- analyze a historical event through multiple viewpoints.
- analyze issues of power and injustice centered around a historical event.
- analyze how an author portrays a historical event and the people involved.

These goals will provide students with multiple opportunities to engage in several social studies and English language arts state standards. The unfortunate truth is that elementary

content area subjects, like science and social studies, are competing with core subjects, like math and languages arts, for daily instructional minutes. This reality makes it incredibly important that this curriculum not only address social studies standards, but also several language arts standards. In addition to this, many activities were created with the flexibility to fit into sections of the language arts instructional day.

Appendix A includes a list of the four Minnesota Social Studies Academic Standards incorporated into this curriculum, while Appendix B lists the eight Minnesota English Language Arts Academic Standards addressed.

The Text Set

Reviewing and making decisions on which texts to include in this text set was no small task. First, a central theme had to be flushed out, but narrowing down the focus of that theme was fairly difficult. At first, a collection of texts discussing and depicting the arrival of Christopher Columbus made a nest amongst the piles of Jamestown and Plymouth texts on my living room floor. Then, the thought about addressing Spanish, French and Dutch settlements came forth. This text set was quickly spiraling out of control, rapidly growing into a beast that would never be realistically feasible for use in a classroom. What ultimately led to this text set's focus was a careful reflection on the instructional time this text set and corresponding curriculum would take. As previously stated, social studies does not always receive copious quantities of time in an elementary classroom, therefore this curriculum had to be built in a way that would bring meaning to a unit on *American Colonization* that was realistic and pragmatic. After weeding through the mountainous possibilities, it was finally decided that the focus of this text set would be the people, places and events surrounding the settling of the English American colonies.

I have confidence that our current social studies curriculum addresses the essential fundamental facts needed to understand American Colonization. What this text set and curriculum will therefore focus on is the human experience of that time. By providing access to multiple texts on the subject of American Colonization, my hope is for students to not only learn about this time in history using multimodal texts, but also to begin to question the authors responsible for the texts. The theme of this text set will focus on the era of *American Colonization: The Human Experience*. Table 2 contains the list of the texts chosen for this text set.

Table 2

American Colonization: The Human Experience Text Set

<i>Lesson</i>	<i>Text Use</i>	<i>Text Title</i>	<i>Author / Link</i>	<i>Type of Text</i>
Roanoke	Nonfiction Inquiry	<i>The Lost Colony of Roanoke</i>	Jean Fritz	informational text
		<i>The Mystery of the Roanoke Colony</i>	Xavier W. Niz	graphic informational text
		<i>Roanoke: The Lost Colony</i>	Heidi E. Y. Stemple & Jane Yolen	informational text
Jamestown	Nonfiction Inquiry	<i>The Story of Jamestown</i>	Eric Braun & Steve Erwin	graphic informational text
		<i>1607 - A New Look at Jamestown</i>	Karen E. Lange	informational text
		<i>Jamestown, Virginia</i>	Dennis Brindell Fradin	informational text
		<i>The Jamestown Colony</i>	Peter Benoit	informational text
Plymouth	Nonfiction Inquiry	<i>The Voyage of the Mayflower</i>	Allison Lassieur	graphic informational text
		<i>Mayflower 1620: A New Look at a Pilgrim Voyage</i>	Plimouth Plantation & Peter Arenstam	informational picture book
		<i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i>	Kate Waters	narrative informational picture book
		<i>Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy</i>	Kate Waters	narrative informational picture book

<i>Lesson</i>	<i>Text Use</i>	<i>Text Title</i>	<i>Author / Link</i>	<i>Type of Text</i>
Africans	Nonfiction Inquiry	<i>African Americans in the Thirteen Colonies</i>	Michael Burgan	informational picture book
		<i>We the People: African-Americans in the Colonies</i>	Jean K. Williams	informational picture book
Native Americans	Nonfiction Inquiry	<i>1621: A New Look at Thanksgiving (I Am America)</i>	Catherine O’Neill Grace	informational picture book
		<i>True Books: The Wampanoag</i>	Kevin Cunningham & Peter Benoit	informational text
		<i>Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times</i>	Kate Waters	narrative informational text
		<i>The True Story of Pocahontas: The Other Side of History</i>	Dr. Linwood “Little Bear” Custalow & Angela L. Daniel Silver Star	informational text
		<i>The Plymouth Partnership: Pilgrims and Native Americans</i>	Susan Whitehurst	informational text
Introduction	Read Aloud	<i>You Wouldn’t Want to be an American Colonist! A Settlement You’d Rather Not Start</i>	Jacqueline Morley	informational picture book
Read Aloud	Read Aloud	<i>Royal Diaries: Weetamoo, Heart of the Pocassets, Rhode Island 1653</i>	Patricia Clark Smith	historical fiction novel
Plymouth	Read Aloud	<i>Squanto’s Journey: The Story of the First Thanksgiving</i>	Joseph Bruchac & Greg Shed	picture book
Africans	Read Aloud	<i>Discovering Black America</i>	Linda Tarrant-Reid	informational text

<i>Lesson</i>	<i>Text Use</i>	<i>Text Title</i>	<i>Author / Link</i>	<i>Type of Text</i>
Jamestown	Visual Text	<i>Jamestown Founded in 1607</i>	http://www.history.com/topics/jamestown/videos/jamestown-founded-in-1607	video clip
Roanoke	Visual Text	<i>Mystery at Roanoke</i>	http://www.history.com/news/ask-history/what-happened-to-the-lost-colony-of-roanoke	video clip
Virtual Jamestown	Visual Text	<i>Jamestown Founded in 1607</i>	http://www.history.com/topics/jamestown/videos/jamestown-founded-in-1607	video clip
Plymouth	Visual Text	<i>Dear America: A Journey to the New World: The Story of Remember Patience Whipple</i>	Scholastic VHS	movie
PBS Interactive History	Visual Text	<i>PBS Interactive History - Colonial House</i>	http://www.pbs.org/wnet/colonialhouse/history/	website
European Colonist Literature Circle	Literature Circle	<i>My America: Our Strange New Land: Elizabeth's Jamestown Colony Diary, Book One, 1609</i>	Patricia Hermes	historical fiction novel
	Literature Circle	<i>Blood on the River: Jamestown, 1607</i>	Elisa Carbone	historical fiction novel
	Literature Circle	<i>Surviving Jamestown: The Adventures of Young Sam Collier</i>	Gail Karwoski	historical fiction novel
	Literature Circle	<i>Dear America: I Walk in Dread, The Diary of Deliverance Trembley, Witness to the Salem Witch Trials, Massachusetts Bay, 1691</i>	Lisa Rowe Fraustino	historical fiction novel

	Literature Circle	<i>Dear America: The Journal of Jasper Jonathan Pierce, A Pilgrim Boy, Plymouth, 1620</i>	Ann Rinaldi	historical fiction novel
	Literature Circle	<i>Dear America: Journey to the New World, The Diary of Remember Patience Whipple, Mayflower, 1620</i>	Kathryn Lasky	historical fiction novel

I selected texts that describe this period in multiple ways; from nonfiction, historical fiction novels, movies and video clips to primary sources, art and poetry. In order to sift through the many texts available on this theme, a checklist was created (Appendix D) that guided the text selection process and ensure that all texts will be used thoughtfully throughout this unit. When searching, I located texts that communicate information using different methods, involved various genres and reading levels. Each text needed to contain features that made it exciting and alluring for students to examine, such as colorful pictures, having a unique perspective present or using dramatization to give students visual and emotional investment in the topic. Since there is a diverse range of readers in the social studies classroom, the texts also needed to vary in readability. Texts containing higher order thinking jargon and vocabulary terms are necessary to challenge my proficient readers, while texts that use drawings and pictures to support its content are needed to assist the striving readers with visualization. The checklist also allowed me to reflect on the intended use of each text, sorting through which texts should be set aside for independent study and which would be presented to the class in the form of read alouds or whole group viewings.

Curriculum Activities

With the task of narrowing down which texts would be included in the text set, so came the challenge of choosing thought provoking activities. When building this curriculum, much thought went into how these activities would fit into an average fifth grade day. Some activities can be pulled into the language arts block, a few could serve as the writing focus for that week and others could be used as warm-up or closing activities. Due to their design, many of these activities could be used with different text sets, or used in different content areas. This curriculum is designed to be flexible, one that could be pushed and pulled in many directions.

Connecting and building knowledge. This unit begins by using a taxonomy, a graphic organizer that displays each letter of the alphabet in a table where students place words, phrases or symbols that pertain to a chosen theme (Appendix G). Each word, phrase or symbol is inserted into the box containing its first letter. For example, the word ‘era’ would be placed into the box labeled ‘E’. Different modifications could be made here depending on the individual learner. To challenge high achieving students, one could challenge them to find terms for every letter of the alphabet. To aid striving readers, taxonomies could be partially filled.

This taxonomy’s theme will be *American Colonization*. Students will use a red writing utensil to write everything they already know about the topic. After the majority of this unit’s lessons, students will revisit their taxonomies to add important vocabulary, people, places, things and events they have learned. By recording their prior knowledge in red, and new knowledge they attain during the unit in green, students can track learning throughout the unit. Table 3 highlights a portion of a lesson plan where students experience this activity.

Table 3

Lesson 1: Pre-Assessment

Learning Target(s)	Activity #1 - Pre-Assessment	Materials
<ul style="list-style-type: none"> ● I will reflect on and record what I already know about American colonization. 	<ul style="list-style-type: none"> ● Pass out taxonomy to students. Label it <i>American Colonization</i>. ● Using a red writing utensil, ask students to write down everything they already know about <i>American Colonization</i> - names, years, countries, places, peoples, motives, effects, etc. ● Write the known words and short phrases into the boxes according to their first letter, creating an alphabetical list of prior knowledge written in red. 	<ul style="list-style-type: none"> ● blank taxonomy ● red writing utensil

After each lesson, students will revisit their taxonomies to continue recording new learning. At the end of the unit, students will use their taxonomy a final time to summarize the unit. This time, students will use blue to circle 5-7 words they feel are most important to this

unit. By asking students to choose a small number out of all the terms they have recorded, it requires them to evaluate which words are more important than others. On the back of the organizer, students will be asked to use their chosen “blue” words to write a summary of *American Colonization*. Not only have students been asked to critically evaluate which words and terms characterize the unit best, they must now use them to create a summary. Table 4 showcases an example from the curriculum of how this activity will be presented to students.

Table 4

Lesson 13: Final Unit Project

Learning Target(s)	Activity #3 - Finish Taxonomy	Materials
<ul style="list-style-type: none"> ● I will summarize my learning by choosing important words and then using them to build a summary. 	<ul style="list-style-type: none"> ● To summarize this unit, ask students to pull out their <i>American Colonist Taxonomy</i>. It should contain red words, indicating prior knowledge, and green words, indicating new knowledge. ● Ask students to choose 5-7 words from the taxonomy that they feel summarize all they have learned during this unit. ● Taking a blue writing utensil, students will circle their 5-7 words. ● On the back of the taxonomy, students will use their 5-7 words to create a summary for this <i>American Colonization</i> unit. They must use all the words they circled on the front. ● When finished, circle the taxonomy words used in the summary with the blue writing utensil. 	<ul style="list-style-type: none"> ● American Colonist Taxonomy ● blue writing utensil

This single organizer will track student learning, provide a place for students to record new learning, aid students in reviewing terms taught in previous lessons and assist them with summarizing a unit that will extend over several days. In addition to its many uses, this taxonomy can be incorporated into the district’s existing curriculum on *American Colonization*, working to seamlessly bind these two curriculums together.

Questioning and research skills. Another activity that will span the length of the unit is the Questions Log (Appendix H). During the beginning of the unit, students will be asked to record any and all questions they possess on the topic of *American Colonization*. As the unit progresses, students will be prompted to revisit the Questions Log to record new questions or

document answers found throughout the lessons, class discussions or during individual inquiry and exploration time. Another component of this log is to cite the source from which the answers were found. This is an excellent pre-teaching opportunity for students as they will be asked to cite the sources they pull information from later in their academic careers. Since this curriculum is meant to be used in tandem with the district’s preexisting social studies curriculum, the log can be another tool that bridges the divide between the existing curriculum and this curriculum. An example of how this activities comes into play in the curriculum can be seen in Table 5.

Table 5

Lesson 2: Introduction

Learning Target(s)	Activity #2 - Generate Questions	Materials
<ul style="list-style-type: none"> ● I will generate questions about a historical event. 	<ul style="list-style-type: none"> ● Students will pull out their <i>Questions Log</i> for the unit. ● After listening to <i>You Wouldn't Want to be an American Colonist</i>, students will continue to brainstorm questions they have about American colonization. <ul style="list-style-type: none"> ○ What do you want to learn about during this unit? ● It is possible that the text provided some answers to previously recorded questions. If so, guide students in adding notes to their log and citing the text as a source. 	<ul style="list-style-type: none"> ● Questions Log

As naturally curious beings, keeping track of questions asked or wondered about during a unit, along with evidence that may answer their questions, is an important cognitive strategy. This log provides students with a place to keep track of their inquiries, allowing them to revisit past questions and update answers throughout the entire unit. Consequently, it is possible students will find various answers to a question, which could lead to an important conversation about how authors present facts and why there are varying accounts of historical events. It is also possible that students may not find the answers to questions asked, which could lead to an extension of learning outside of social studies or perhaps even outside of school hours as students continue their search for answers.

Teachers can use the Questions Log to later assess the quality of questions being asked during a unit. Quality of questions can give clues to a student's ability to ask meaningful questions. It could also provide evidence of a student's engagement during a unit. By providing a place for students to add notes that answer a thought provoking question, students take charge of their own learning, leading to higher engagement.

Using multiple perspectives to build historical empathy. One of the major foci of this curriculum is presenting *American Colonization* through the lens of multiple perspectives. Students will be analyzing multiple texts from various genres, all focused on this theme. The Perspectives Log (Appendix I) will maintain this focus throughout the unit. After examining a text, students will log the information in their Perspectives Log, where they will be tracking not only whose perspectives were present to be heard in the text, but whose voices were missing. In critically analyzing which perspectives are not present in a text, students could gain important insight on which groups of peoples were overlooked or underrepresented in the texts and in history.

This log also provides a place for students to summarize major points learned from each text. This could include new learnings, critical observations or simply three important understandings the student took away from the text. Summarizing a text is an important processing strategy. Students need to put their learning into their own words not only to prove that they know it, but to help with the retention of information. Another feature of this log is its ability to put all the information from texts viewed into one place in an organized way. Analyzing information in close quarters allows students to think across texts; to find the similarities, the discrepancies and then draw conclusions based on those observations. This

document could also generate even more questions, leading to further inquiry. Below is an example from the curriculum of when this activity occurs.

Table 6

Lesson 5: Roanoke

Learning Target(s)	Activity #2 - Non-Fiction Investigation	Materials
<ul style="list-style-type: none"> ● I will read multiple non-fiction texts surrounding the topic of the lost colony of Roanoke. ● I will track perspectives, issues of injustice and important events found in each text. 	<ul style="list-style-type: none"> ● Lay out several copies of the following non-fiction texts: <ul style="list-style-type: none"> ○ <i>The Lost Colony of Roanoke</i> by Jean Fritz ○ <i>The Mystery of the Roanoke Colony</i> by Xavier W. Niz ○ <i>Roanoke: The Lost Colony</i> by Heidi E. Y. Stemple & Jane Yolen ● Ask students to pull out their Perspectives Log. ● Students will pair up and choose one of these texts. ● Students will spend time reading, looking at pictures and captions and talking about what they are reading with their partner. ● Students will carefully log the perspectives they see present in the text, the perspectives they feel are missing from the text, along with any issues of injustice that they detect. ● Finally, students will summarize what they have learned from the text by pulling out and recording three main ideas they feel are important to remember. <p>➤ This activity should ideally be repeated so students may have the opportunity to examine more than one of these texts. Each text and its information should be logged in the students' Perspectives Log.</p> <p>➤ If new questions arise while students are reading, encourage them to add them to their Questions Log.</p> <p>➤ If students find answers to questions in their Questions Log, encourage them to cite the source and add information that answers the question.</p>	<ul style="list-style-type: none"> ● at least 5 copies of each text ● Perspectives Log ● Questions Log

Learning about different groups and how colonization affected them allows students to make connections and grow empathetically. Once students have practiced and honed their skills of prospective identification, students will then be prepared to practice writing from an alternative perspective. While students are increasing their background knowledge on the subject of *American Colonization* during school, they will select a historical fiction novel set during this time in history to read at home as part of a literature circle. After being presented with six novels, whose main characters are European colonists during the initial phase of colonization, students

will choose one that intrigues them to bring home and study. Later, in groups, students will begin analyzing their novel and naming the perspectives present. Groups will then collectively decide on a central event from their novel that they feel is significant and represents a major moment in *American Colonization*. After identifying all the characters present, and perhaps even a few characters that could have witnessed the event, students will engage in Perspectives Writing (Appendix J), an activity in which they will write an alternative version of the event, told through the eyes of a character other than the narrator. Students may choose to write from the perspective of the villain from the story, the best friend, the character being wronged, the village outcast, or any other character that would have an opinion about the chosen event. Through this writing, students will need to step into the shoes of a historical figure and tell the story using first person point of view. They will have to make inferences and decisions on how their chosen character would react to the situation, how they would feel, what they would say and what they would be thinking. Students will also need to imagine the outcome of this event and the role their character plays in it. Here is a portion from a lesson plan of how this is done in the curriculum.

Table 7

Lesson 12: European Colonist Literature Circle - After Reading Activities

Learning Target(s)	Activity #2 - Perspectives Writing	Materials
<ul style="list-style-type: none"> ● I will write an alternative version of a novel event, told from an alternative point of view. ● I will reflect on and discuss how a change in perspective influences 	<ul style="list-style-type: none"> ● Once groups have finished their <i>Problem Posing Questions</i>, pull groups to discuss the <i>Perspectives Writing</i> project. ● First, groups must decide upon an event from their novel that sticks out in their mind; an event that perhaps contains an issue of injustice. Once groups have an agreed upon event, students will describe that event in detail on their <i>Perspectives Writing</i> page of their packet. ● Next, groups must list all characters involved in the chosen event - groups could choose characters that could have witnessed the event, or choose non-human characters, like an animal, that was present. ● Then, each member of the group will choose a character from the list that they feel they can empathize with - however, if the story is 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Perspectives Writing</i> ● novel ● European Colonist Literature Circle Packet:

<p>how events are told.</p>	<p>told from a first-person point of view, no one may choose that character.</p> <ul style="list-style-type: none"> ● Finally, each group member will take their chosen character and write an alternative version of the event, written from the chosen character's perspective. ● Students must step into their chosen character's shoes - What would they see? How would they feel? What would they say? ● Use the <i>Perspectives Writing Rubric</i> to discuss expectations and to guide student writing. ● Ask group members to share their writing; listening for and discussing how each character's perspective changed how events in the story were told. 	<p><i>Perspectives Writing Rubric</i></p>
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This writing piece will demonstrate a student's ability to think empathetically about a historical event, specifically if they can imagine and verbalize how a historical character was affected by the event. It allows students to insert themselves into history, to see a historical event from a different point of view and engages them in critical and creative writing.

Shared experiences. When building a curriculum, especially one centered on historical events, it is important to provide opportunities for students to engage with each other, but also opportunities for the whole class to engage with their teacher through a shared experience. This curriculum allows for several instances in which a class of students, led by the teacher, will collectively engage with a text. One of these activities utilizes teacher read alouds. The advantage of reading aloud to a class is that all students will have the opportunity to interact with the same text and participate in whole group discussions. In this curriculum, three texts - a nonfiction text, a picture book and a historical fiction novel, will be read aloud to the entire class. These texts were chosen carefully and are thought to be the texts that all students need to hear in order to complete their study and understanding of *American Colonization*. As these activities are teacher-led, it enables teachers to pause in their reading to point out text features, discuss important vocabulary, model asking questions and demonstrate how to pull perspectives from a text. It is also the perfect opportunity to model recording those questions in the Questions Log,

the perspectives into the Perspectives Log and new learning onto the *American Colonization* taxonomy.

Along with reading aloud, visual texts, such as movies and video clips, are another shared experience that engages students in a visual retelling of historical events. These particular texts contribute not only a visual representation, but also a dramatization of the events that could aid in building historical empathy. Visual texts are highly beneficial for striving readers and English language learners. They provide opportunities for students to make valuable connections between what they are seeing and what they are reading, which could assist in filling possible gaps in knowledge and support vocabulary understanding. Since the entire class is viewing these texts together, beneficial discussions can result as students begin to verbalize what they have seen and question it.

Virtual texts are another shared experience that can secure important concepts for students. Surfing the internet is a daily occurrence for this school's population, so any opportunity to bring learning online is increasingly engaging. Since both virtual texts included in this curriculum's text set are websites, it also provides opportunities for students to engage in individual exploration and inquiry. One website features a collection of artwork commissioned by the University of Virginia in celebration of Jamestown's 350th anniversary (Shifflett, 1999). The author, Sidney King (1999), spent years researching and studying historical documents to create a collection of paintings that depict various stages of the Jamestown settlement. Students are able to navigate their way through the site, concentrating on paintings that intrigue them, analyzing them and finally, drawing conclusions about Jamestown based on what they see.

The second website included in this text set was created by PBS (PBS Educational Broadcasting Corporation & Thirteen/WNET New York, 2003) and is a self-guided tour through

a colonial house and its surrounding environment. Students will take charge of their own learning by exploring this website and will later reflect on the activities they participated in. Just as visual texts allow striving readers and English language learners to visualize what they are learning, virtual texts allow students to actively participate in the learning. Table 8 presents an example of how a text was used as a shared experience in this curriculum.

Table 8

Lesson 7: Virtual Jamestown

Learning Target(s)	Activity #1 - Virtual Jamestown	Materials
<ul style="list-style-type: none"> ● I will analyze an artist's work and draw conclusions. 	<ul style="list-style-type: none"> ● Using a computer, laptop or other device, ask students to find the Virtual Jamestown art gallery, consisting of paintings by Sidney King in celebration of Jamestown's 350th Anniversary. ● First, instruct students to click on the <i>Sidney King Bio Sketch</i> at the top of the page. ● Students will read about the artist's background and how he researched and created this collection of Jamestown images. ● Give students time to browse through the collection of art, allow students to point out elements and openly discuss the paintings with those sitting around them. ● Hand out the <i>Virtual Jamestown Recording Sheet</i>. ● Students will choose 3 paintings and complete the recording sheet activities. ● When most have finished, ask students to share their favorite paintings and offer their thoughts. Pull up these paintings on the Smartboard so all students can share in the speaker's thoughts. ● Finally, ask students to share their conclusions with a partner or small group. 	<ul style="list-style-type: none"> ● one-to-one devices ● Virtual Jamestown Recording Sheet ● Smartboard

Addressing social injustice. The final installment of this curriculum, the Final Unit Project (Appendix K), focuses on a project that would allow students to identify, analyze and address issues of injustice found in their chosen historical fiction novels. Students will choose one major issue of injustice found in their novels to investigate, addressing how it came to be and how it affects all those involved. Students will also be asked to compare and connect this issue with our current world and determine if this injustice can still be found today. Then, students will create a plan of action that will address this issue with peers, school or the public. Projects may

include writing a letter to someone who could help address this issue, or to someone the student believes should be more involved in combating the issue. Other projects could include creating a series of posters, composing a song, writing a play or creating a video. Students will take everything they have learned and apply it into educating those around them about issues of injustice in our past and present world. Since the nature of this project is student-led and choice driven, it could entice stronger student buy-in and engagement in the project. A section from a lesson plan that demonstrates how this project is incorporated into the curriculum is highlighted in Table 9.

Table 9

Lesson 13: Final Unit Project

Learning Target(s)	Activity #1 - Final Unit Project	Materials
<ul style="list-style-type: none"> I will reflect upon issues of injustice present in my novel and create a plan of action to address them. 	<ul style="list-style-type: none"> Once groups have finished their <i>Perspectives Writing</i>, groups will work together to reflect upon and answer the questions on the <i>Final Unit Project</i> page of their European Colonist Literature Circle Packet. As a group, decide on a final project that addresses the issues of injustice present in their novel. They will also reflect on how or if this issue is still present in today's society. Groups could do the entire project together, or a group member could choose to create their own project. Use the <i>Final Unit Project Rubric</i> to discuss expectations and to guide student work. As groups and individuals finish their projects, encourage them to share their work with their classmates, their school and other audiences that would benefit from the message portrayed by the project. 	<ul style="list-style-type: none"> European Colonist Literature Circle Packet: <i>Final Unit Project</i> novel European Colonist Literature Circle Packet: <i>Final Unit Project Rubric</i>

Conclusion

In this chapter, I have detailed the various activities included in the curriculum created for this capstone project. I have also disclosed a rationale for each activity, often naming specific texts and activities, and the considerations made while creating them. All lessons and activities presented were directly related to the research conducted and reviewed in Chapter Two, and

were built using the framework discussed in Chapter Three. By incorporating these activities, texts, tools and discussions into social studies, one can begin to build and shape students into critical readers and learners.

In Chapter Five, I will conclude this capstone by reflecting upon what I have learned throughout this experience. I will also discuss the limitations I anticipate for implementing this curriculum into my fifth grade social studies class, and will make recommendations for future research on incorporating critical literacy skills in the content area.

CHAPTER FIVE

Conclusion

“That men do not learn very much from the lessons of history is the most important of all the lessons that history has to teach.”

— Aldous Huxley, *Collected Essays*

When I decided to become a teacher, I knew I wanted to be a teacher who pushed boundaries. I want to not only help my students become proficient readers, I want them to become critical thinkers. Antonacci & O’Callahan (2011) assert that today’s “adolescents need explicit instruction in critical thinking strategies that can be differentiated for multimodal texts and different content areas” (p. 182). The focus of this capstone is on social studies, but these skills could be applicable in all other areas of learning, regardless of age or level of instructional rigor. The only way for students to truly develop the skills necessary to competently lead an informed life is through numerous opportunities to analyze, interpret and question all types of texts. This basic belief is what drove this capstone’s question, *How can a text set be used to promote critical literacy skills in a fifth grade social studies unit surrounding the topic of American Colonization?* This question drove the compilation of this text set and the creation of curriculum that uses the texts to challenge readers to think critically about historical events. In this closing chapter, I will reflect on what has been learned from developing curriculum using a critical literacy approach, the limitations of implementing this curriculum into my classroom and the recommendations I have for the future.

Lessons Learned

By approaching the teaching of historical events through multiple perspectives and asking critical questions about the texts that contain those perspectives, students will learn how

to view an event, any event, as less of a one sided monologue and more of a multifaceted discussion. Once one social studies unit is conducted in this way, every other unit that follows will provide the perfect opportunity for students to continue asking those critical questions and search for alternative viewpoints. These same activities can be used to analyze any text, in any content area. A text set could be compiled for a language arts unit surrounding any topic of interest. Then, using the same style of questioning, along with the addition of key language arts standards, a teacher can bring more inquiry based, student lead, multiperspective and high interest units into their classrooms.

Using critical literacy skills in social studies could impact the level of questioning throughout the school day. When presented with a disagreement amongst a group of peers, students could approach the argument by analyzing all the viewpoints and synthesizing a solution based on the evidence they have heard. It could also influence how students view their world outside of school. In analyzing an advertisement or an article on a social media site, students could choose to actively question what they see rather than passively accepting the message of the text.

Personally, this project has had a dramatic effect on how I view texts. Not only do I now view the texts that I choose for my classroom in a different light, I have also changed the way I ask questions about them. Gone are the days where I relied on pre-made question sets to assess if my students have comprehended what they read. I now understand that while a few concrete detail questions are important, it is the questions that get to the heart of the text that will truly show what a student is capable of. The questions that ask a student to dig deeper, to infer, synthesize, empathize and articulate why an author wrote a particular text are what will assess the thinking power of my students. Not only does this new ideology apply when I teach social

studies, but also language arts. It is something I can bring to my Professional Learning Community (PLC) meetings and share with colleagues. It is also something I can share with my school during professional development round-table discussions. I sincerely feel that every teacher in every content area could work with this approach of looking at and understanding texts. As a result, the impact on student learning could be profound.

Limitations

As enthusiastic and proud as I am about this text set and curriculum, I understand that there will be limitations for implementing it into fifth grade social studies. First of all, the availability of texts could be a major issue. I have built the curriculum with the understanding that multiple copies of many of these texts are needed in order for it to be successful. Two students can easily share a nonfiction text and read it with confidence, but add any more students to that circle and meaningful reading will surely be lost. The availability of texts will more than likely be contingent on the funds to procure them. With this text set only addressing one of several social studies units in fifth grade, dedicating the funds needed to purchase all the necessary texts may not be realistic.

Finding age appropriate primary documents was also a very difficult process. Due to the old-style English used by explorers and settlers during this time, many documents are simply written at too high a level for many students to comprehend. The two I did include in the text set are intended to be read by mixed ability groups, hoping that more proficient readers can help striving readers understand the text's meaning.

Time is another limitation that may prove to be difficult to overcome. This text set and curriculum are meant to be used in sync with our existing social studies curriculum. Finding the

time to include all the prescribed activities may prove to be a challenge. While many of these activities can very easily be inserted into other core areas of the school day, some will simply need to be cut due to time constraints.

In addition to all of this, the inclusion of historical fiction novels with this curriculum comes with its own limitations. Most authors will include an afterword in their novel, explaining to the reader which literary liberties they took to add additional entertainment value to the text. Authors may also choose to omit important facts, feeling that they take away from events of their novel or may be too confusing for the reader to follow. Just as students will be attempting to immerse themselves into history, trying to understand and empathize with historical characters, historical fiction authors must do the same. They must infer how their characters reacted to situations, often times having very little concrete evidence to prove that their inference was correct. It will be important to have these conversations with students as they read their historical fiction novels.

Future Recommendations

As I begin to implement this curriculum into my classroom, I will be looking for opportunities to further embed these ideals and practices into other content areas. The idea of reading texts critically is not new, but it is less of a focus in many schools and other educational programs. It will take additional research and reflection to fully implement these concepts into everyday life activities.

Since my professional goals only address my students and their education, another future path of study could be how to implement these concepts into the home. As an adult who has spent countless hours being educated on how to proficiently educate children, learning about

critical literacy was an incredibly eye opening experience for me. Once I have solidified my own pedagogical practices involving critical literacy, it would be an important community service to bring these ideas to the parents of my students, and perhaps even other adults in my community.

Since this project completes my Master's degree in literacy education, I would be extremely interested in pursuing another Master's degree, perhaps in curriculum development. This particular course of study would strengthen my knowledge on how to create comprehensive, thought provoking activities focused on a set of instructional goals. This degree, along with my experience in this capstone project, could divert my path as a classroom teacher into one of a curriculum developer.

Final Thoughts

My hopes and dreams for my students are simple; to learn to critically read and think, and to apply those skills in every aspect of their lives. By viewing history through a critical lens, we can begin to understand the motives that moved people to act, leading to the unfolding of historical and present day events. Through the study of the people, places, time, events and cultural customs, students can create critical connections between what has happened in the past and what is occurring in our current world. Then, and only then, can we have honest conversations about the world and its people. As I look ahead to next year, and all the years to come, I feel a growing excitement to continue on this path. With the strong foundation this capstone project has provided me, I will lift my focus towards future projects that will continue to weave these goals into everyday classroom life. For as James R. Sherman (1982) once articulated, "Though nobody can go back and make a new beginning... Anyone can start over and make a new ending."

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APPENDIX A

Minnesota State Standards - Fifth Grade Social Studies

Minnesota State Standards - Fifth Grade Social Studies

5.4.1.2.1 - Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions.

5.4.1.2.1 - Explain a historical event from multiple perspectives.

5.4.2.3.1 - Analyze multiple causes and outcomes of a historical event.

5.4.4.16.2 - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.

APPENDIX B

Common Core: Minnesota English Language Arts - Fifth Grade

Common Core: Minnesota English Language Arts - Fifth Grade

- 5.1.6.6** - Describe how a narrator's or speaker's point of view influences how events are described.
- 5.2.2.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- 5.2.6.6** - Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.2.9.9** - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.6.3.3** - Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- 5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- 5.8.1.1** - 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.

APPENDIX C

Backward Design Template

Stage 1 Desired Results			
ESTABLISHED GOALS	<i>Transfer</i>		
	<i>Students will be able to independently use their learning to...</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">UNDERSTANDINGS <i>Students will understand that...</i></td> <td style="width: 50%; vertical-align: top;">ESSENTIAL QUESTIONS</td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	
	<i>Acquisition</i>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Students will know...</i></td> <td style="width: 50%; vertical-align: top;"><i>Students will be skilled at...</i></td> </tr> </table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>		
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
	PERFORMANCE TASK(S):		
	OTHER EVIDENCE:		

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

APPENDIX D

Text Set Selection Checklist Template

Text Set Selection Checklist Template

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	
Author:	
Citation:	
Type of Text:	
Reading Level:	
Brief Summary:	
Advantages of Text:	
Perspectives Present:	
Intended Use:	

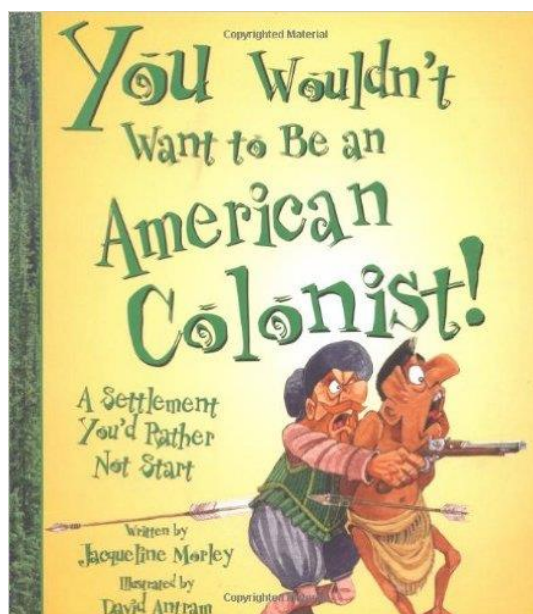
APPENDIX E

American Colonization: The Human Experience Text

Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

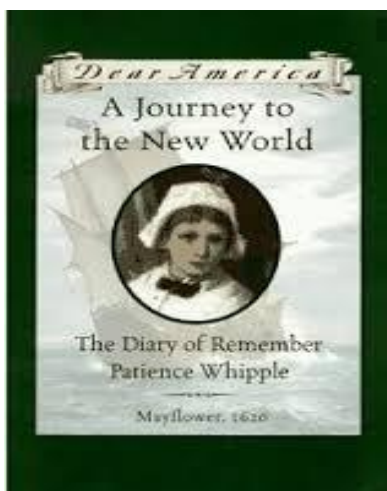
Title:	You Wouldn't Want to be an American Colonist! A Settlement You'd Rather Not Start
Author:	Jacqueline Morley
Citation:	Morley, J. (2004). <i>You wouldn't want to be an American colonist! A settlement you'd rather not start</i> . Brighton, England: Salariya Book Company.
Type of Text:	informational picture book
Reading Level:	780 lexile
Brief Summary:	This colorful and exciting informational picture book inserts the reader as the main character and guides them through what life will be like as a new colonist in the New World. The narrative works its way through the first ships to arrive in Roanoke Colony, the mystery of where the Roanoke colonists went, the turbulent settling of Jamestown and how colonists interacted with local Native Americans.
Advantages of Text:	<ul style="list-style-type: none"> ● colorful, cartoon-like illustrations ● weaves facts into the narrative using speech bubbles and text boxes ● uses humor to discuss heavier topics ● gives advice to the reader, as if the reader were a colonist ● gives information about the local Native American tribes
Perspectives Present:	<ul style="list-style-type: none"> ● Roanoke colonists ● Jamestown colonists
Intended Use:	Introduction lesson, read aloud text, whole group



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

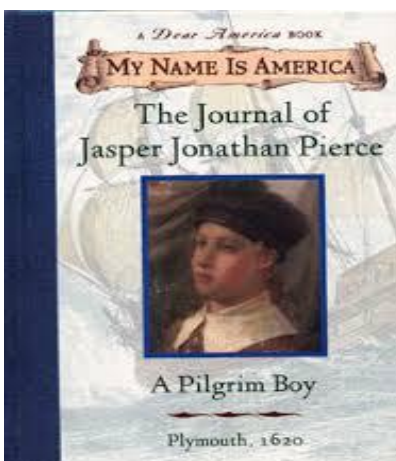
Title:	Dear America: A Journey to the New World, The Diary of Remember Patience Whipple, Mayflower 1620.
Author:	Kathryn Lasky
Citation:	Lasky, K. (1996). <i>Dear America: A journey to the new world, the diary of Remember Patience Whipple, Mayflower 1620</i> . New York, NY: Scholastic, Inc.
Type of Text:	historical fiction novel
Reading Level:	900 lexile
Brief Summary:	This diary is of a young girl named Remember, Mem for short, a Pilgrim girl aboard the Mayflower. She describes the harrowing journey, along with the difficulties and sacrifices of setting up a new colony in an unforgiving new world. When tragedy strikes her family, Mem must work harder than ever to support her family to ensure their survival. While the rest of her community fears the nearby natives, Mem embraces them and shows her family that they are there to help, not hurt.
Advantages of Text:	<ul style="list-style-type: none"> ● journal/diary format ● 1st person point of view ● female point of view ● drama-filled novel to catch a student's interest ● written slightly above 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● a young, Pilgrim girl ● journeyed aboard the Mayflower ● Plymouth colonist ● befriends the local Native Americans
Intended Use:	European Colonist Literature Circle



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	My Name is America: The Journal of Jasper Jonathan Pierce, A Pilgrim Boy, Plymouth 1620
Author:	Ann Rinaldi
Citation:	Rinaldi, A. (2000). <i>My name is America: The journal of Jasper Jonathan Pierce, a Pilgrim boy, Plymouth 1620</i> . New York, NY: Scholastic Inc.
Type of Text:	historical fiction novel
Reading Level:	680 lexile
Brief Summary:	This fictional journal is written by Jasper Jonathan Pierce. Orphaned at a young age and without means to take care of himself, Jasper becomes an indentured servant to a family boarding the Mayflower. This book chronicles the ship's journey across the Atlantic. Together with the others onboard, whom history will later call the Pilgrims, he must find the will to survive in a new, vast and dangerous world. Being the headstrong boy that he is, who strikes out on his own and makes friends with a feared Native American tribe nearby.
Advantages of Text:	<ul style="list-style-type: none"> ● journal/diary format ● 1st person point of view ● male point of view ● drama-filled novel to catch a student's interest ● written below 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● a young, orphaned boy ● journeyed aboard the Mayflower with the Pilgrims ● Plymouth colonist ● indentured servant ● befriends a member of the Nauset tribe
Intended Use:	European Colonist Literature Circle



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

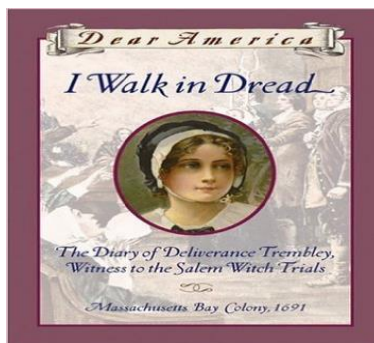
Title:	My America: Our Strange New Land, Elizabeth's Diary, Book One, Jamestown, Virginia, 1609
Author:	Patricia Hermes
Citation:	Hermes, P. (2002). <i>My America: Our strange new land, Elizabeth's diary, book one, Jamestown, Virginia, 1609</i> . New York, NY: Scholastic, Inc.
Type of Text:	historical fiction novel
Reading Level:	360 lexile
Brief Summary:	Elizabeth boards a ship leaving from Plymouth, England and sets sail across the Atlantic for England's first surviving colony, Jamestown. She is amongst the first women and children to arrive, and she will quickly learn that life is not all fun and games in this new world. She works hard to help keep the colony afloat, while learning and trading with local Native Americans. Hopefully this colony will continue to be a success, for her heart is set on her sickly brother, Caleb, joining the family once order has been established and peace is secured with local tribes.
Advantages of Text:	<ul style="list-style-type: none"> ● journal/diary format ● 1st person point of view ● female point of view ● drama-filled novel to catch a student's interest ● written below 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● a young girl ● Jamestown colonist
Intended Use:	European Colonist Literature Circle



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

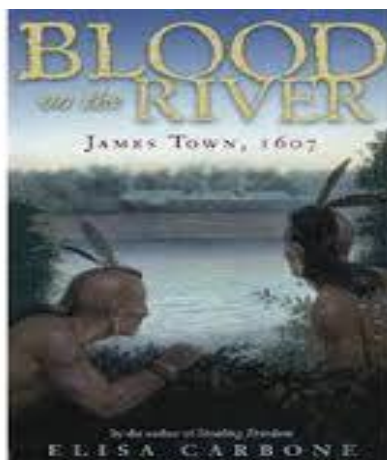
Title:	Dear America: I Walk in Dread, The Diary of Deliverance Trembley, Witness to the Salem Witch Trials, Massachusetts Bay 1691
Author:	Lisa Rowe Fraustino
Citation:	Rowe Fraustino, L. (2004). <i>Dear America: I walk in dread, the diary of Deliverance Trembley, witness to the Salem Witch Trials, Massachusetts Bay 1691</i> . New York, NY: Scholastic Inc.
Type of Text:	historical fiction novel
Reading Level:	910 lexile
Brief Summary:	The colonists of the young Massachusetts Bay colony based their laws on their strict religious practices. If one was not a part of that community, they were forced to leave. But if a member of that community stepped outside the lines of religion, they were in grave danger of being accused of witchcraft. Deliverance Trembley - young, orphaned and living with her cruel uncle, is desperate to keep her head down and take care of her sick sister. She witnesses neighbor after neighbor hauled off to jail to await trial as an accused witch, many of which will never come home again. This fictional diary chronicles the panic, suspicion and mass hysteria that reigned over the people of Salem Village during those horrific years.
Advantages of Text:	<ul style="list-style-type: none"> ● journal/diary format ● 1st person point of view ● female point of view ● drama-filled novel to catch a student's interest ● written above 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● a young, orphaned girl ● Massachusetts Bay colonist ● lives in a strict and highly religious community ● witnesses the Salem Witch Trials
Intended Use:	European Colonist Literature Circle



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	Blood on the River: Jamestown, 1607
Author:	Elisa Carbone
Citation:	Carbone, E. (2007). <i>Blood on the river: Jamestown, 1607</i> . London, England: Puffin Books.
Type of Text:	historical fiction novel
Reading Level:	820 lexile
Brief Summary:	Twelve-year-old Samuel Collier cannot believe his great fortune, he's to become Captain John Smith's page and journey with him to start a new colony. His dreams of a world paved with gold are quickly dashed as he struggles to build a new home and figure out if the local natives are friend or foe. This novel about a real boy who experienced the difficult settling of Jamestown brings in historical figures like Powhatan and Pocahontas, as well as describing what Samuel's time in an Algonquian village could have been like.
Advantages of Text:	<ul style="list-style-type: none"> ● 1st person point of view ● male point of view ● describes John Smith's leadership style ● describes first encounters with Native Americans ● drama-filled novel to catch a student's interest ● written at 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● a young boy ● served under Captain John Smith ● Jamestown colonist ● encounters Native Americans
Intended Use:	European Colonist Literature Circle



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

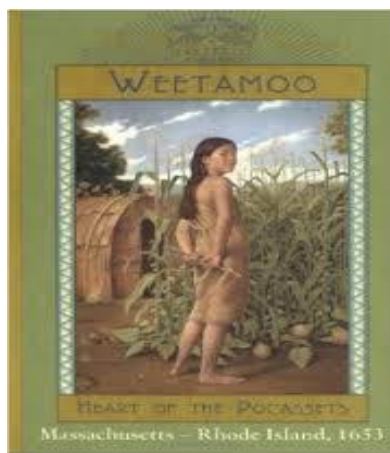
Title:	Surviving Jamestown: The Adventures of Young Sam Collier
Author:	Gail Karwoski
Citation:	Karwoski, G. (2001). <i>Surviving Jamestown: The adventures of young Sam Collier</i> . Atlanta, GA: Peachtree Publishers Ltd.
Type of Text:	historical fiction novel
Reading Level:	820 lexile
Brief Summary:	Traveling as a page to the famous John Smith, Samuel Collier boards one of three tiny ships and heads off to the new world. He will be one of the few to survive famine, disease and skirmishes with the local Algonquin natives. Through this book, readers will bare witness to Jamestown's difficult origins, Smith's meeting with the great Powhatan, and the eventual success of England's first colony.
Advantages of Text:	<ul style="list-style-type: none"> ● 3rd person point of view ● occasional 1st person sections to express Samuel's thoughts ● male point of view ● describes John Smith's leadership style ● describes first encounters with Native Americans ● drama-filled novel to catch a student's interest ● written at 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● a young boy ● served under Captain John Smith ● Jamestown colonist ● encounters Native Americans
Intended Use:	European Colonist Literature Circle



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	The Royal Diaries: Weetamoo, Heart of the Pocassetts, Massachusetts - Rhode Island, 1653
Author:	Patricia Clark Smith
Citation:	Clark Smith, P. (2003). <i>The royal diaries: Weetamoo, heart of the Pocassetts, Massachusetts - Rhode Island, 1653</i> . New York, NY: Scholastic, Inc.
Type of Text:	historical fiction novel
Reading Level:	1050 lexile
Brief Summary:	Weetamoo, who will later become a great leader of the Pocasset tribe, is depicted here as a teenage girl. Constantly defying gender roles, she challenges young men to various contests and tries to find her place as her tribe's future leader. During a coming-of-age ceremony, Weetamoo experiences visions that foretell of future conflicts between her tribe and the European settlers. In real life, Weetamoo's culture never developed a written language, so the author incorporates line drawings to illustrate Weetamoo's main speaking points, giving the narrative a more authentic feel.
Advantages of Text:	<ul style="list-style-type: none"> ● journal/diary format ● Native American point of view ● 1st person point of view ● female point of view ● describes Native American ceremonies and traditions ● drama-filled novel to catch a student's interest ● written above 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● Native American narrator ● future tribe leader
Intended Use:	Whole group read aloud text, read throughout the unit



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

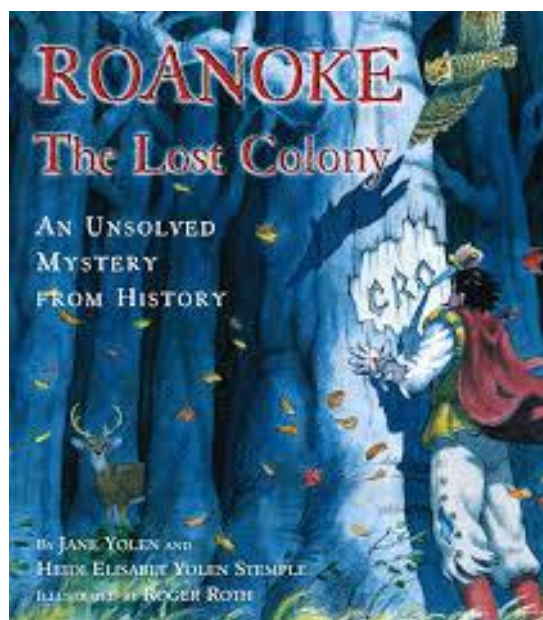
Title:	What happened to the “Lost Colony” of Roanoke?
Author:	History.com
Citation:	<i>What happened to the “lost colony” of Roanoke?.</i> (2012, October 2) [Video file]. Retrieved from http://www.history.com/news/ask-history/what-happened-to-the-lost-colony-of-roanoke
Type of Text:	video file
Reading Level:	n/a
Brief Summary:	This two minute video clip, made by History.com, gives a brief rundown of Roanoke’s known history. What this video does really well is lay out the 3 most plausible theories of what happened to the Roanoke settlers, including a few lesser known theories.
Advantages of Text:	<ul style="list-style-type: none"> ● gives brief Roanoke history review ● lays out possible theories of where the settlers could have gone
Perspectives Present:	<ul style="list-style-type: none"> ● Europeans
Intended Use:	Roanoke lesson, whole group analysis and discussion



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

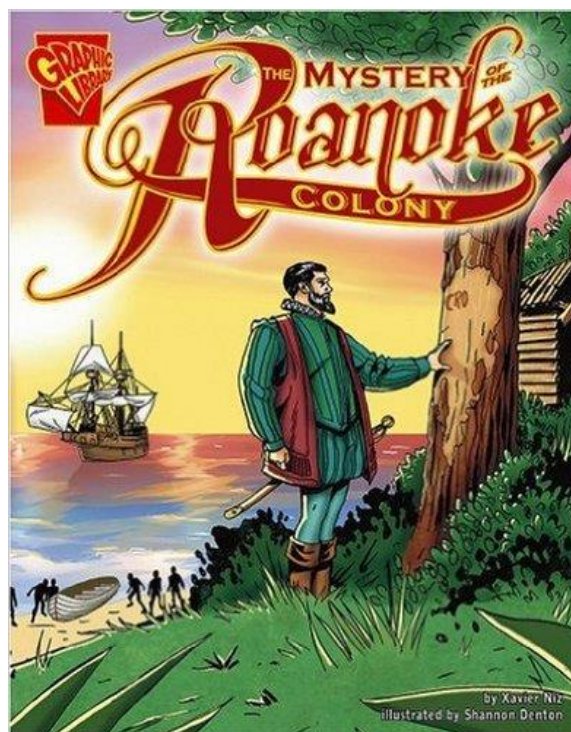
Title:	Roanoke: The Lost Colony - An Unsolved Mystery from History
Author:	Heidi E. Y. Stemple & Jane Yolen
Citation:	Stemple, H.E.Y. & Yolen, J. (2003). <i>Roanoke: The lost colony - an unsolved mystery from history</i> . New York, NY: Simon & Schuster Books.
Type of Text:	informational picture book
Reading Level:	850 lexile
Brief Summary:	This informational picture book begins with asking the reader to become a detective, and their first mission is to take a look at the events surrounding the disappearance of the Roanoke settlers. Readers will start with all the background information they'll need, followed by all the evidence gathered and several theories that try to explain the disappearance.
Advantages of Text:	<ul style="list-style-type: none"> ● narrative style of storytelling ● asks the readers to participate in the story as a detective ● colorful illustrations that take up the entire page ● vocabulary terms are defined right next to the passage in which they are used ● timeline of events located in the back of the book ● written at 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● Roanoke colonists ● modern reader
Intended Use:	Roanoke lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

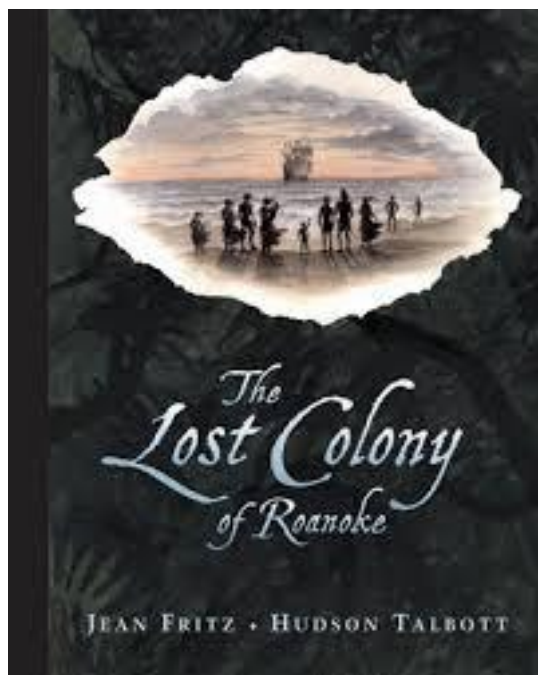
Title:	The Mystery of the Roanoke Colony
Author:	Xavier W. Niz
Citation:	Niz, X. W. (2006). <i>The mystery of the Roanoke colony</i> . Minneapolis, MN: Capstone Press.
Type of Text:	graphic informational text
Reading Level:	540 lexile
Brief Summary:	Using a graphic novel format, the author uses illustrations to discuss England's first attempt at a North American colony and the mysterious circumstances surrounding the settlers disappearance.
Advantages of Text:	<ul style="list-style-type: none"> ● graphic novel format ● pictures directly support the text ● great for English language learners or striving readers ● written below 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● Roanoke colonists ● theorists' ideas of what happened at Roanoke
Intended Use:	Roanoke lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	The Lost Colony of Roanoke
Author:	Jean Fritz & Hudson Talbott
Citation:	Fritz, J. & Talbott, H. (2004). <i>The lost colony of Roanoke</i> . New York, NY: G.P. Putnam's Sons Books.
Type of Text:	informational text
Reading Level:	850 lexile
Brief Summary:	England's first attempt to establish a colony in the New World met a disastrous and puzzling end when a supply ship returned to find that all the settlers had vanished. In the last chapter, the authors include modern theories on what scholars think happened to the settlers.
Advantages of Text:	<ul style="list-style-type: none"> ● illustrations to support main ideas ● written just above 5th grade level ● provides theories about what could have happened to the Roanoke settlers.
Perspectives Present:	<ul style="list-style-type: none"> ● Roanoke colonists ● Europeans who found the empty settlement
Intended Use:	Roanoke lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	Instructions for the Virginia Colony, 1606
Author:	The Virginia Company of London
Citation:	The Virginia Company of London. (November, 1606). <i>Instructions to the Virginia colony</i> . Letter presented to Virginia Company representatives. London, England.
Type of Text:	historical letter, primary source
Reading Level:	n/a
Brief Summary:	This letter from the Virginia Company of London to its representatives aboard ships bound for Jamestown gives specific instructions on how to look for the Northwest Passage, how to search for gold and how to treat the native peoples.
Advantages of Text:	<ul style="list-style-type: none"> • primary source • letter written by a prominent company in London to settlers heading to Jamestown • gives motives for actions once the settlers reached Jamestown
Perspectives Present:	<ul style="list-style-type: none"> • London business representatives
Intended Use:	Jamestown lesson. small group analysis, whole group discussion



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

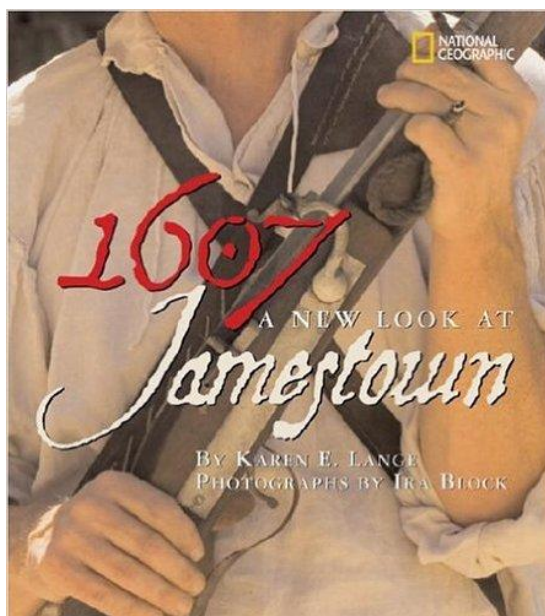
Title:	Jamestown Founded in 1607
Author:	History.com
Citation:	<i>Jamestown Founded in 1607</i> . [Video file]. Retrieved from http://www.history.com/topics/jamestown/videos/jamestown-founded-in-1607?m=528e394da93ae&s=undefined&f=1&free=false
Type of Text:	video file
Reading Level:	n/a
Brief Summary:	This four minute video clip from History.com dramatizes Jamestown's first few turbulent years. The video discusses Jamestown's important leaders, like John Smith, touches on the story of Pocahontas, takes viewers through the Starving Time and the many conflicts with Native Americans, and then finishes with how John Rolfe saved the colony through the planting and exportation of tobacco.
Advantages of Text:	<ul style="list-style-type: none"> • gives a brief history of Jamestown's foundings • gives students a visual representation of what Jamestown and its people looked like
Perspectives Present:	<ul style="list-style-type: none"> • Jamestown colonists
Intended Use:	Jamestown lesson, whole group analysis and discussion



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

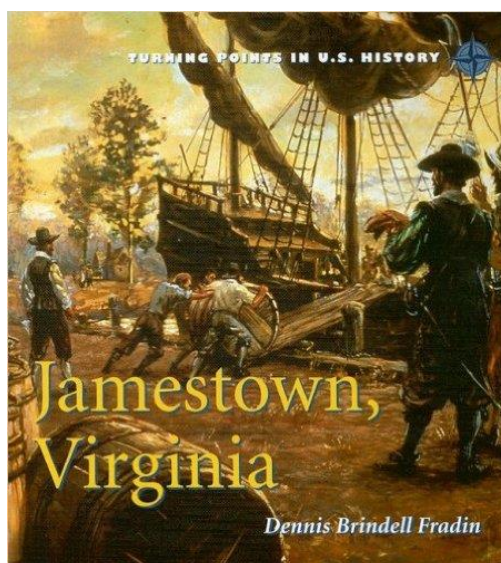
Title:	1607: A New Look at Jamestown
Author:	Karen E. Lange
Citation:	Lange, K. E. (2007). <i>1607: A new look at Jamestown</i> . Washington, DC :National Geographic Society.
Type of Text:	informational text
Reading Level:	950 lexile
Brief Summary:	This informational text uses archaeological evidence to take a new look into the people who settled in and around the Jamestown Colony. The chapters jump back and forth between discussing the European settlers and the Native American settlements that surrounded the fort. The authors used real reenactment photographs of people performing everyday colonial duties alongside photographs from recent excavations taken place at Jamestown.
Advantages of Text:	<ul style="list-style-type: none"> ● uses real photographs of real people to dramatize what Jamestown, its' people and Native Americans looked like ● provides archaeological evidence to support theories and facts ● alternates colonist perspective and Native American perspective
Perspectives Present:	<ul style="list-style-type: none"> ● Native Americans ● Jamestown colonists ● modern archeologists and their findings
Intended Use:	Jamestown lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

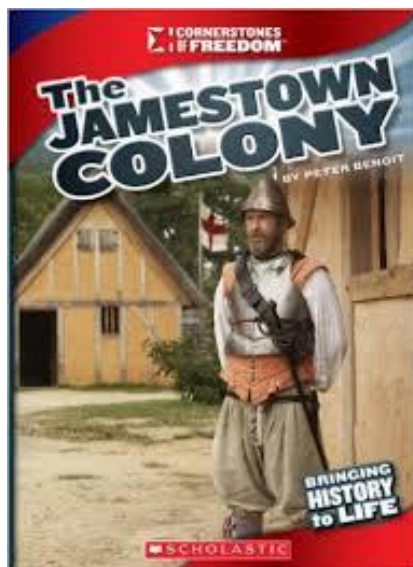
Title:	Jamestown, Virginia
Author:	Dennis Brindell Fradin
Citation:	Brindell Fradin, D. (2007). <i>Jamestown, Virginia</i> . Tarrytown, NY: Marshall Cavendish Corporation.
Type of Text:	informational text
Reading Level:	grades 3-6
Brief Summary:	This informational text details the history of Jamestown, Virginia. It chronicles the arrival of John Smith's three ships, the misguided search for gold, the harsh winter that nearly killed them all and the crucial help received by the Native Americans.
Advantages of Text:	<ul style="list-style-type: none"> ● written at a 5th grade level ● illustrations to support main ideas, many of them historical paintings, drawings and engravings. ● clear chapter titles and heads ● bold words in text correspond with <i>Glossary</i> terms ● timeline at the end of the book provides clear order of events discussed in the book ● <i>Further Information</i> section in the back, great for further inquiry
Perspectives Present:	<ul style="list-style-type: none"> ● Jamestown colonists
Intended Use:	Jamestown lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

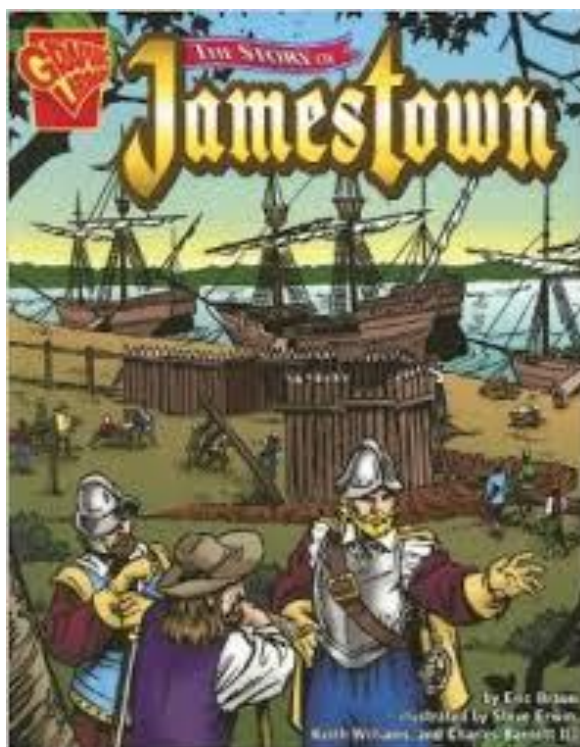
Title:	The Jamestown Colony
Author:	Peter Benoit
Citation:	Benoit, P. (2013). <i>The Jamestown colony</i> . New York, NY: Scholastic, Inc.
Type of Text:	Informational text
Reading Level:	900 lexile
Brief Summary:	This informational text, a part of Scholastic's <i>Bringing History to Life</i> series, tells students about the origins of the Jamestown Colony and how it survived, against all odds. The text discusses Jamestown's most prominent leaders such as John Smith, Bartholomew Gosnold and James Rolfe. It also touches briefly on the Native American tribes in the area and the rocky relationships held between them and the Jamestown colonists.
Advantages of Text:	<ul style="list-style-type: none"> ● written at a 5th grade level ● illustrations to support main ideas ● clear chapter titles and heads ● bold words in text correspond with <i>Glossary</i> terms ● timeline at the end of the book provides clear order of events discussed in the book ● <i>Influential Individuals</i> section briefly profiles important individuals discussed in the book
Perspectives Present:	<ul style="list-style-type: none"> ● Jamestown colonists
Intended Use:	Jamestown lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	The Story of Jamestown
Author:	Eric Braun & Steve Erwin
Citation:	Braun, E. & Erwin, S. (2006). <i>The story of Jamestown</i> . Minneapolis, MN: Capstone Press.
Type of Text:	graphic informational text
Reading Level:	540 lexile
Brief Summary:	Using a graphic novel format, the authors use illustrations to tell the story of Jamestown's settlement.
Advantages of Text:	<ul style="list-style-type: none"> ● graphic novel format ● pictures directly support the text ● great for English language learners or striving readers ● written below 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● Jamestown colonists
Intended Use:	Jamestown lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

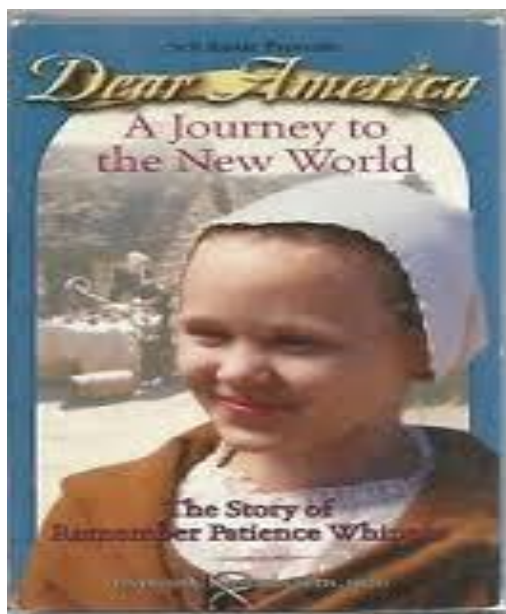
Title:	Virtual Jamestown: Paintings created for the 350th Anniversary Celebration
Author:	Sidney E. King
Citation:	Shifflett, C. (1999). <i>Virtual Jamestown: Sydney King collections</i> . Retrieved from http://www.virtualjamestown.org/gallery2.html
Type of Text:	artist biography; gallery of paintings
Reading Level:	n/a
Brief Summary:	A local artist, Sydney King, was commissioned by the University of Virginia to create a series of drawings and paintings to celebrate Jamestown 350th Anniversary. He traveled to England to research 17th century dwellings, as well as spending countless hours in libraries and archives to accurately portray what the founding of Jamestown would have looked like.
Advantages of Text:	<ul style="list-style-type: none"> • many paintings and drawings depicting important events and everyday life in Jamestown. • there are so many paintings that students will have choice to explore topics that interest them
Perspectives Present:	<ul style="list-style-type: none"> • Jamestown colonists
Intended Use:	Jamestown lesson, individual or small group analysis, whole group discussion



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

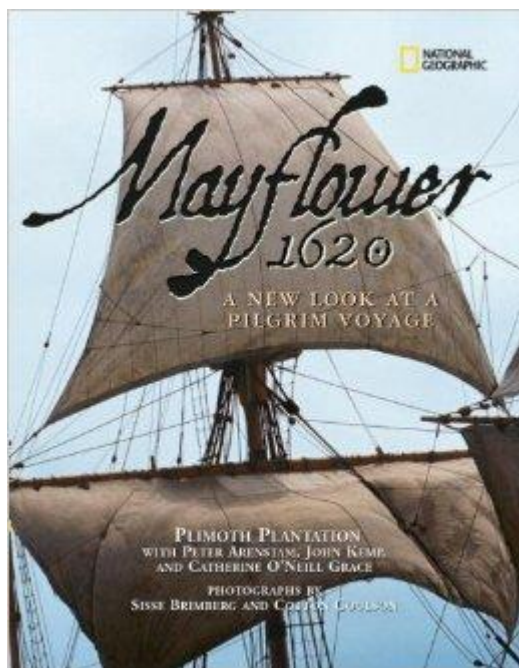
Title:	Dear America: A Journey to the New World, the story of Remember Patience Whipple
Author:	Scholastic, Inc.
Citation:	McCutcheon, D. (Director). (1999). <i>Dear America: A journey to the new world, the story of Remember Patience Whipple</i> [Motion Picture]. United States: Scholastic Inc.
Type of Text:	30 min video
Reading Level:	n/a
Brief Summary:	This video is based on the Scholastic novel from the Dear America series, <i>A Journey to the New World, The Diary of Remember Patience Whipple, Mayflower 1620</i> . It opens with Remember, Mem, working to take care of the community garden with the help of her beloved mother. As winter sets in, things take a turn for the worst and Mem finds herself also taking on the responsibility of caring for her family. Despite growing fear of the local natives, she befriends Squanto and goes with him to visit his village, proving to her community that these people are here to help.
Advantages of Text:	<ul style="list-style-type: none"> ● dramatization of a literature circle choice novel ● historical reenactment to show students a side of the Pilgrim story ● shows interactions between the Plymouth settlers and the local Native Americans
Perspectives Present:	<ul style="list-style-type: none"> ● Plymouth colonist ● a young girl
Intended Use:	Plymouth lesson, whole group analysis and discussion



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

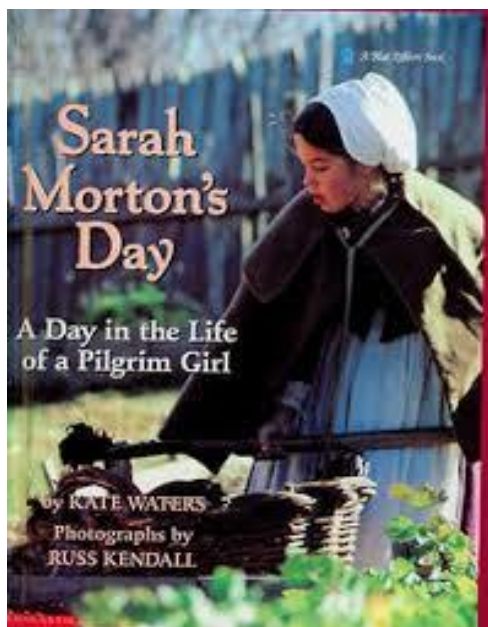
Title:	Mayflower 1620: A New Look at a Pilgrim Voyage
Author:	Plimoth Plantation & Peter Arenstam
Citation:	Plantation, P. & Arenstam, P. (2007). <i>Mayflower 1620: A new look at a Pilgrim voyage</i> . Washington, DC: National Geographic Children's Books.
Type of Text:	informational text
Reading Level:	1080 lexile
Brief Summary:	This informational narrative weaves together the authors' words with first hand accounts of the Pilgrim's journey to the New World. The text is supported by photographs of reenactments and gives behind-the-scenes details of the living history museum in Plymouth, Massachusetts.
Advantages of Text:	<ul style="list-style-type: none"> • contains photographs of historical reenactments, including photos from the Mayflower II. • uses primary documents to reveal the settlers' hopes, dreams, fears and feelings about the Native Americans • written above 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> • Plymouth colonists
Intended Use:	Plymouth lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

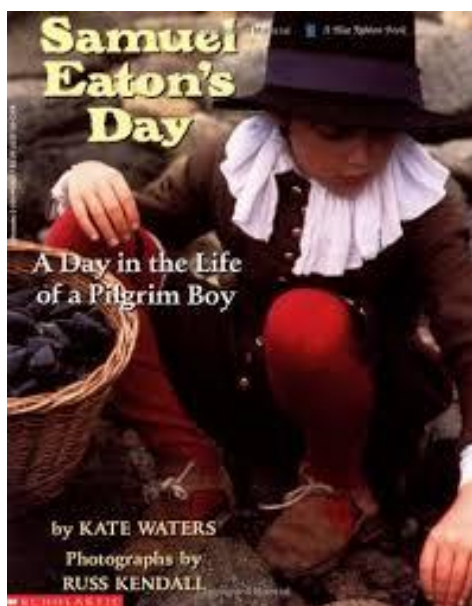
Title:	Sarah Morton's Day: A Day in the Life of a Pilgrim Girl
Author:	Kate Waters
Citation:	Waters, K. (1989). <i>Sarah Morton's day: A day in the life of a Pilgrim girl</i> . New York, NY: Scholastic, Inc.
Type of Text:	informational narrative-style photographic picture book
Reading Level:	preschool - 3rd grade level
Brief Summary:	This text puts students into the shoes of young Sarah Morton, a Pilgrim girl who really sailed on the Mayflower and made a life for herself in the New World. Sarah tells you about every step of a typical day - how she dresses for the day, what she eats, what her chores are and how she interacts with her family and other members of her community.
Advantages of Text:	<ul style="list-style-type: none"> ● first-person narrative ● written below 5th grade level ● photographs of reenacted situations ● walks students through a Pilgrim girl's typical day ● <i>Glossary</i> of terms in the back ● profile of the real Sarah Morton
Perspectives Present:	<ul style="list-style-type: none"> ● a young, Pilgrim girl
Intended Use:	Plymouth lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

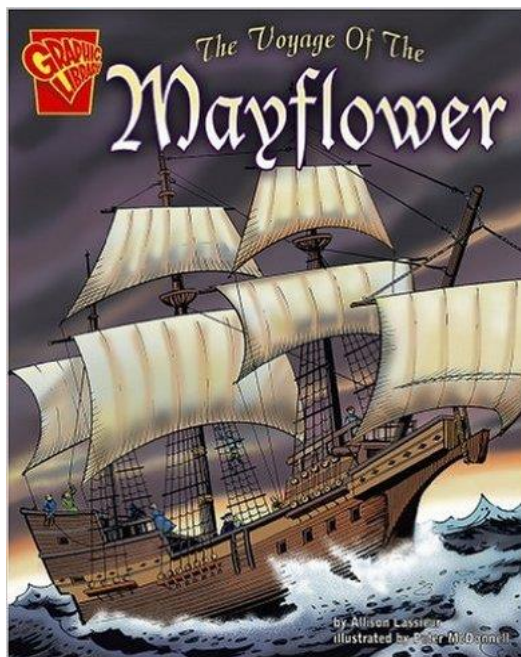
Title:	Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy
Author:	Kate Waters
Citation:	Waters, K. (1993). <i>Samuel Eaton's day: A day in the life of a Pilgrim boy</i> . New York, NY: Scholastic, Inc.
Type of Text:	informational narrative-style photographic picture book
Reading Level:	preschool - 3rd grade level
Brief Summary:	This text puts students into the shoes of young Samuel Eaton, a Pilgrim boy who really sailed on the Mayflower and made a life for himself in the New World. Samuel tells you about every step of a typical day - how he dresses for the day, what he eats, what his chores are and how he interacts with his family and other members of his community.
Advantages of Text:	<ul style="list-style-type: none"> ● first-person narrative ● written below 5th grade level ● uses reenactment photos to give students strong visuals of the event ● walks students through a Pilgrim boy's typical day ● <i>Glossary</i> of terms in the back ● profile of the real Samuel Eaton
Perspectives Present:	<ul style="list-style-type: none"> ● a young, Pilgrim boy
Intended Use:	Plymouth lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

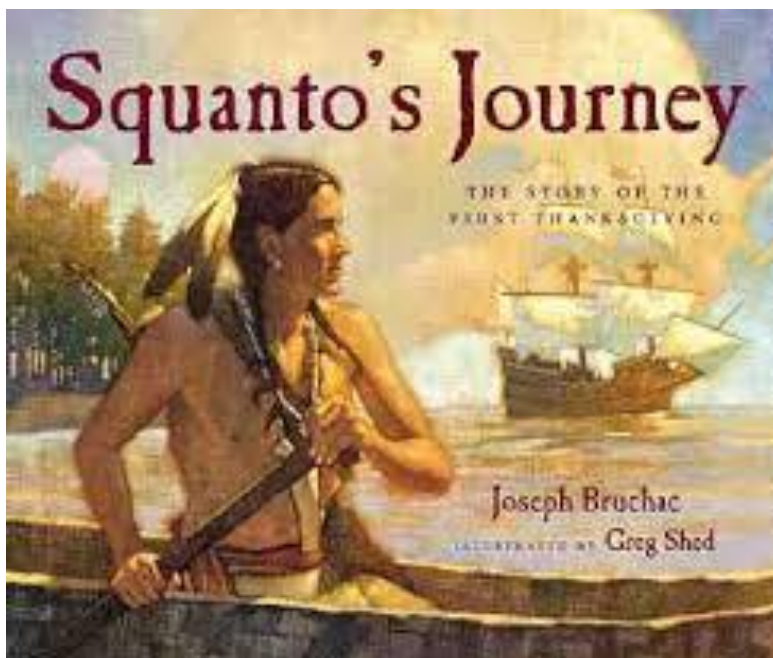
Title:	The Voyage of the Mayflower
Author:	Allison Lassieur
Citation:	Lassieur, A. (2006). <i>The voyage of the Mayflower</i> . Minneapolis, MN: Capstone Press.
Type of Text:	graphic informational text
Reading Level:	540 lexile
Brief Summary:	Using a graphic novel format, the author uses illustrations to tell the story of the Pilgrims, a group of people who chose to leave England and strike out on their own in the New World. It discusses their reason for leaving England and how they started the Plymouth Colony
Advantages of Text:	<ul style="list-style-type: none"> ● graphic novel format ● pictures directly support the text ● great for English language learners or striving readers ● written below 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● Plymouth colonists
Intended Use:	Plymouth lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	Squanto's Journey: The Story of the First Thanksgiving
Author:	Joseph Bruchac, Greg Shed
Citation:	Bruchac, J. & Shed, G. (2007). <i>Squanto's journey: The story of the first Thanksgiving</i> . Boston, MA: Houghton Mifflin Harcourt Books.
Type of Text:	picture book, narrative
Reading Level:	Pre-K to 3rd grade
Brief Summary:	This picture book tells an alternative version of the first Thanksgiving story - a Native American version. It begins by telling Squanto's backstory - how he was tricked into sailing to Spain, how he learned English, and how it came to be that he was returned to his homeland. Then it details how Squanto, among others, helped the Pilgrims at Plymouth and how they later came to celebrate the first Thanksgiving.
Advantages of Text:	<ul style="list-style-type: none"> ● narrative storytelling ● told from Squanto's point of view ● illustrations support story visually ● gives background information on who Squanto was
Perspectives Present:	<ul style="list-style-type: none"> ● Native American
Intended Use:	Plymouth lesson, read aloud text, whole group



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	Powhatan's Address to John Smith
Author:	John Smith
Citation:	Smith, John. (1609). <i>Chief Powhatan's address</i> . Speech presented to John Smith at Jamestown Colony. Jamestown, VA.
Type of Text:	historical speech
Reading Level:	n/a
Brief Summary:	This speech, given by Chief Powhatan and later transcribed by John Smith, Powhatan asks John Smith why the settlers set out to destroy his people. He asks for a cease-fire between their them, and that all guns and swords be sent away.
Advantages of Text:	<ul style="list-style-type: none"> ● primary source ● speech from a Native American chief ● shows how Native Americans struggled with the Jamestown settlers, their feelings and frustrations
Perspectives Present:	<ul style="list-style-type: none"> ● Powhatan, chief of the Powhatan people
Intended Use:	Native American lesson, small group analysis, whole group discussion

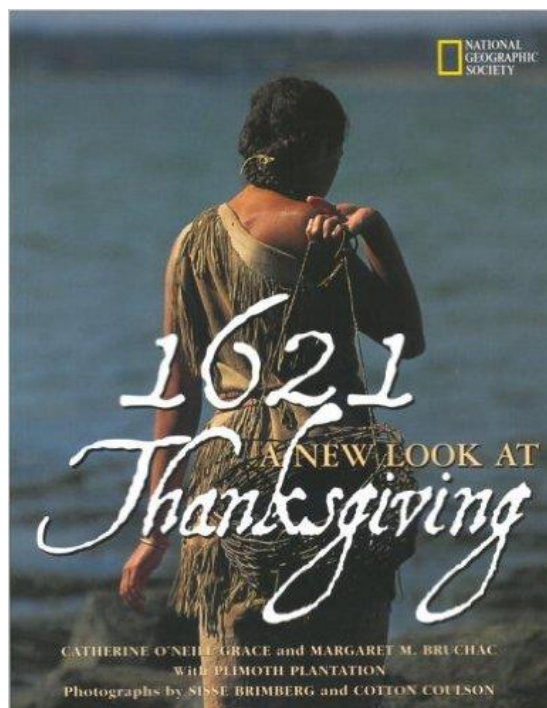


The Conversion of Powhatan, oil on canvas, by John Gildby Chapman, 1835

Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

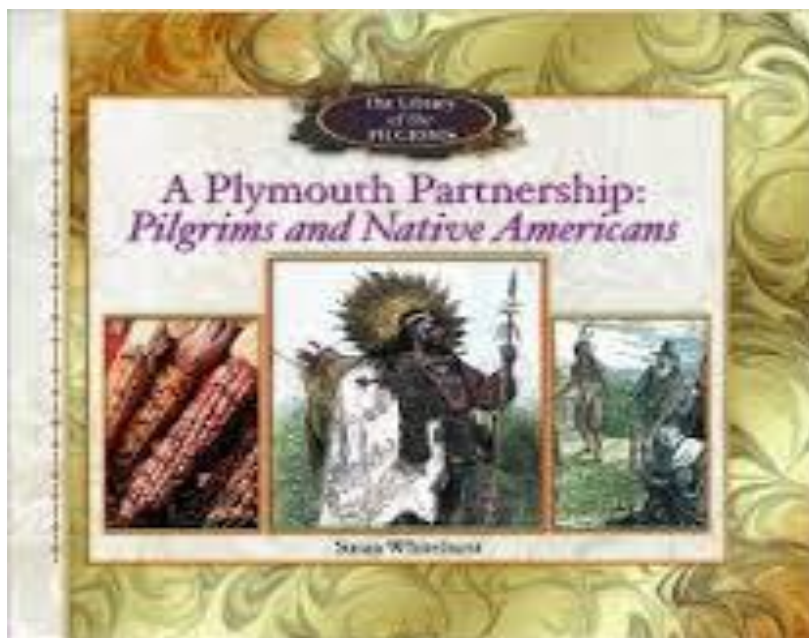
Title:	1621: A New Look at Thanksgiving
Author:	Catherine O’Neill Grace
Citation:	O’Neill Grace, C. (2004). <i>1621: A new look at Thanksgiving</i> . Washington, DC: National Geographic Children’s Books.
Type of Text:	informational text
Reading Level:	1040 lexile
Brief Summary:	This text debunks the traditional, stereotypical Thanksgiving Day stories often told to young children. Instead, the authors use reenactment photos and historical documents to give students a more accurate portrayal of the three-day harvest celebration that took place in 1621.
Advantages of Text:	<ul style="list-style-type: none"> ● an alternative, and more historically accurate, look at the real Thanksgiving Day celebrations ● gives Native American viewpoints on the event ● uses reenactment photos to give students strong visuals of the event
Perspectives Present:	<ul style="list-style-type: none"> ● Native Americans ● Plymouth colonists
Intended Use:	Native American lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

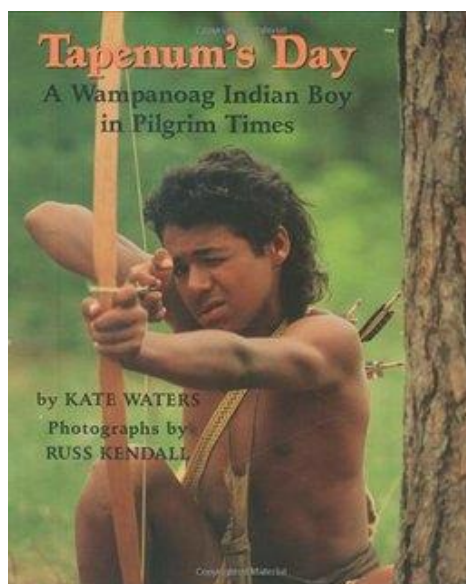
Title:	A Plymouth Partnership: Pilgrims and Native Americans
Author:	Susan Whitehurst
Citation:	Whitehurst, S. (2002). <i>A Plymouth partnership: Pilgrims and Native Americans</i> . New York, NY: Rosen Publishing Group.
Type of Text:	informational text
Reading Level:	grades 1 & up
Brief Summary:	This text presents the relationship between the Native Americans and the colonists of Plymouth colony. It describes how each group in turn stepped in to help the other.
Advantages of Text:	<ul style="list-style-type: none"> ● details how the Plymouth and the Wampanoag worked together to help make Plymouth colony successful ● uses historical paintings, engravings and prints to illustration main ideas ● <i>Glossary</i> of terms in the back ● written below 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> ● Native Americans ● Plymouth colonists
Intended Use:	Native American lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

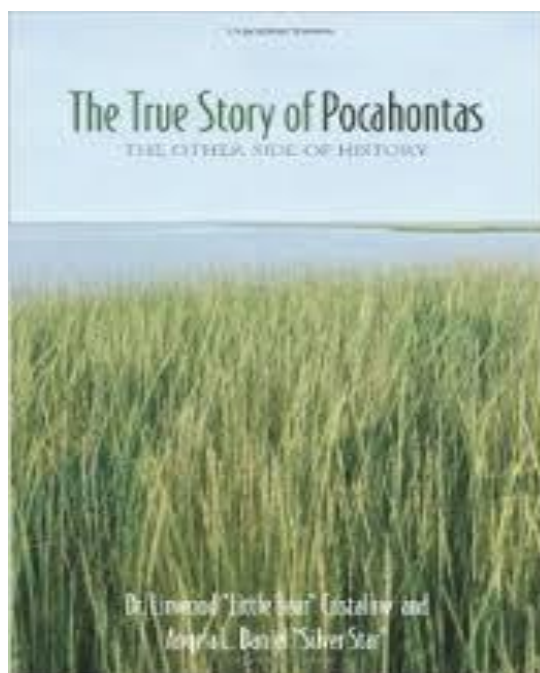
Title:	Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times
Author:	Kate Waters
Citation:	Waters, K. (1996). <i>Tapenum's day: A Wampanoag indian boy in Pilgrim times</i> . New York, NY: Scholastic, Inc.
Type of Text:	informational narrative-style photographic picture book
Reading Level:	680 lexile
Brief Summary:	This photographic picture book puts the reader into Tapenum's moccasins, a young Wampanoag boy living during the settling of the Plymouth colony. He is preparing himself to be a <i>Pniese</i> , a warrior prince, and the reader will experience his preparations through hunting and fishing trips, along with his interactions with his family and friends.
Advantages of Text:	<ul style="list-style-type: none"> ● first-person narrative ● written below 5th grade level ● uses reenactment photos to give students strong visuals of the event ● walks students through a native boy's typical day ● <i>Glossary</i> of terms in the back ● profile of what it meant to become a <i>Pniese</i> warrior
Perspectives Present:	<ul style="list-style-type: none"> ● a young, Wampanoag boy
Intended Use:	Native American lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	The True Story of Pocahontas: The Other Side of History
Author:	Dr. Linwood “Little Bear” Custalow & Angela L. Daniel “Silver Star”
Citation:	Custalow, L.L.B. & Silver Star, A.L.D. (2007). <i>The true story of Pocahontas: The other side of history</i> . Golden, CO: Fulcrum Publishing.
Type of Text:	informational text
Reading Level:	high lexile, challenging
Brief Summary:	There are many versions of the Pocahontas legend, but this text contains the oral history of the story as remembered and retold by her own tribesmen, the Mattaponi.
Advantages of Text:	<ul style="list-style-type: none"> ● written by Native Americans; members of Pocahontas’ tribe, the Mattaponi ● traditional oral history recorded into a book format ● tells the Native American version of the Pocahontas story ● challenging text, great for more advanced readers
Perspectives Present:	<ul style="list-style-type: none"> ● Native American - Mattaponi tribe
Intended Use:	Native American lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

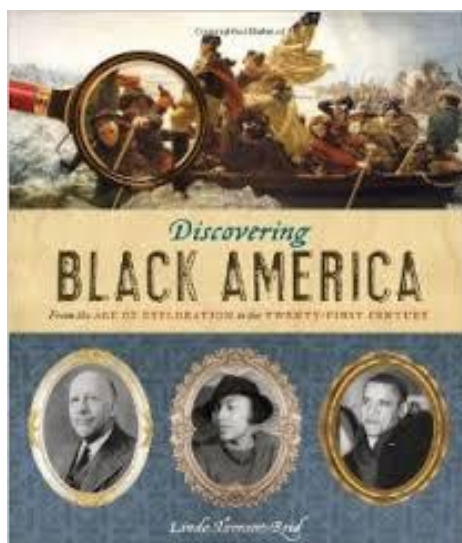
Title:	True Books: The Wampanoag
Author:	Kevin Cunningham & Peter Benoit
Citation:	Cunningham, K. & Benoit, P. (2011). <i>True books: The Wampanoag</i> . New York, NY: Scholastic, Inc.
Type of Text:	informational text
Reading Level:	850 lexile
Brief Summary:	This informational text discusses the culture of the Wampanoag people. It also has a section that addresses this tribe's interaction with European settlers.
Advantages of Text:	<ul style="list-style-type: none"> • gives background information about a major tribe present during the settling of Jamestown • uses reenactment photos to give students strong visuals of the event • written at 5th grade level
Perspectives Present:	<ul style="list-style-type: none"> • Wampanoag Native Americans
Intended Use:	Native American lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

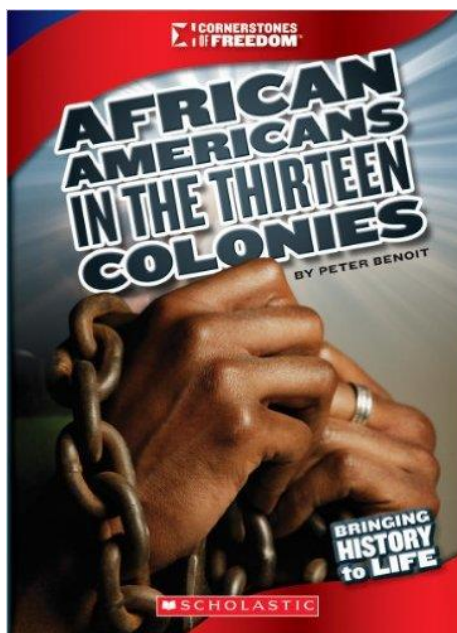
Title:	Discovering Black America: From the Age of Exploration to the Twenty-First Century
Author:	Linda Tarrant-Reid
Citation:	Rarrant-Reid, L. (2012). <i>Discovering black America: From the age of exploration to the twenty-first century</i> . New York, NY: Abrams Books.
Type of Text:	informational text
Reading Level:	1370 lexile
Brief Summary:	This book is an account of more than 400 years of Black American history. It includes first person accounts, diary and journal entries, interviews and archival images that will take readers from the first black sailor to reach the New World with Christopher Columbus to the first, and current, black president.
Advantages of Text:	<ul style="list-style-type: none"> ● historical photographs, paintings and engravings ● quotes from historical documents ● first-person narratives ● written at a high lexile level, positive for students seeking more challenging reading material ● spans African and Slave history in North America up to the present day, great for student inquiry
Perspectives Present:	<ul style="list-style-type: none"> ● African in the 13 Colonies ● Slaves in the 13 Colonies
Intended Use:	<p>Africans lesson, read aloud text, whole group</p> <ul style="list-style-type: none"> ● First Africans in Jamestown, p. 8-13 ● Legalization of Slavery in the Colonies, p. 18-19



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

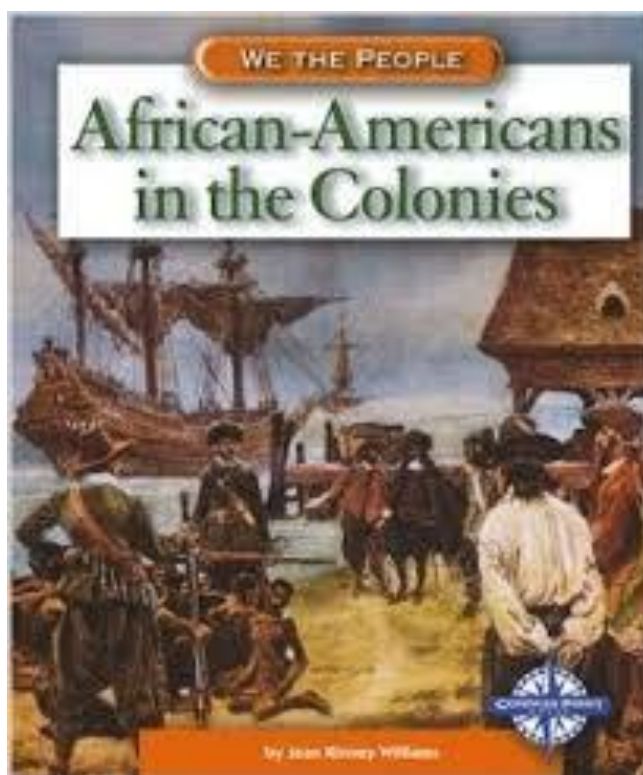
Title:	African Americans in the Thirteen Colonies
Author:	Michael Burgan
Citation:	Burgan, M. (2013). <i>African Americans in the thirteen colonies</i> . Chicago, IL: Children's Press.
Type of Text:	informational text
Reading Level:	990 lexile
Brief Summary:	This text is dedicated to the who, what, where, when, why and how of Africans brought to the 13 colonies. It begins with the first group of Africans being sold in Jamestown and progresses into what became a sickeningly profitable business, the North American Slave Trade. The book also discusses slave resistance efforts and what daily life looked like for a typical slave.
Advantages of Text:	<ul style="list-style-type: none"> ● an entire book devoted to Africans in the 13 colonies, not just a single section ● illustrations to support main ideas ● a <i>Glossary</i> of terms ● timeline that clearly maps out all important dates discussed in the book
Perspectives Present:	<ul style="list-style-type: none"> ● Africans in the 13 Colonies ● Slaves in the 13 Colonies
Intended Use:	Africans lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	We the People: African-Americans in the Colonies
Author:	Jean K. Williams
Citation:	Williams, J. K. (2002). <i>We the people: African-Americans in the colonies</i> . Minneapolis, MN: Compass Point Books.
Type of Text:	informational text
Reading Level:	1000 lexile
Brief Summary:	This informational text describes the beginnings of African-American slavery in the United States, beginning with the first Africans' arrival in Jamestown colony.
Advantages of Text:	<ul style="list-style-type: none"> ● an entire book devoted to Africans in the 13 colonies, not just a single section ● colorful illustrations to support main ideas ● a <i>Glossary</i> of terms
Perspectives Present:	<ul style="list-style-type: none"> ● Africans in the 13 Colonies ● Slaves in the 13 Colonies
Intended Use:	Africans lesson - individual exploration time, small group exploration time



Text Set Selection Checklist

Theme: Era of American Colonization and Settlement; The Human Experience

Title:	PBS Interactive History - Colonial House
Author:	PBS Educational Broadcasting Corporation & Thirteen/WNET New York
Citation:	PBS Educational Broadcasting Corporation & Thirteen/WNET New York. (2003). <i>Interactive history: Colonial house</i> . Retrieved from http://www.pbs.org/wnet/colonialhouse/history/index.html
Type of Text:	Interactive website
Reading Level:	n/a
Brief Summary:	This interactive website allows students to peruse and engage in multiple activities: <ul style="list-style-type: none"> ● Take a quiz to see if you would have survived on the colony ● Explore panoramic views of 375 year old houses and the surrounding lands ● Dress up like a 1628 colonists ● Explore what was happening elsewhere on the continent in 1628 ● Hear perspectives of those who struggled in the New World ● Myths and Conceptions quiz
Advantages of Text:	<ul style="list-style-type: none"> ● Engaging online format ● Multiple activities ● Choice in activities
Perspectives Present:	<ul style="list-style-type: none"> ● European colonists
Intended Use:	PBS Interactive History Website lesson, individual analysis and whole group discussion



APPENDIX F

American Colonization: The Human Experience Text Set Bibliography

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APPENDIX G

Taxonomy

Topic _____

a	n
b	o
c	p
d	q
e	r
f	s
g	t
h	u
i	v
j	w
k	x
l	y
m	z

APPENDIX H

Questions Log

Questions Log for American Colonization - 5th grade Social Studies Unit

My Question	Notes	Source(s)

APPENDIX I

Perspectives Log

Perspectives Log for American Colonization - 5th grade Social Studies Unit

Topic	Title & Author	Perspectives Present	Issues of Power or Injustice	3 Things to Remember
		Perspectives Absent		

Topic	Title & Author	Perspectives Present	Issues of Power or Injustice	3 Things to Remember
		Perspectives Absent		

APPENDIX J

Perspectives Writing

Perspective Writing

In Novel Groups

1. Event: With your group members, identify one event in the book that holds significance for all of you. What event sticks out in your mind that presents an injustice issue?

Describe the event:

2. Characters: Together, identify three or four different characters connected to the event. You can include characters that are absent from the text. You need at as many characters as there are group members or more.

List the characters:

3. Assign Character Roles: Each group member selects one character and will write from that character's perspective.

Your character:

Perspectives Writing

Imagine you are writing a different version of that chapter, and it's your character that is doing the talking. Think about these questions to help you brainstorm ideas:

- What would your character think of that event?
- What would they say? What would they do?
- How do they react to the event emotionally?
- How would the story be told differently if told from your character's point of view?

Creatively write about the chosen event from your character's point of view. It should be about a page in length. And remember, be creative! You are giving this character a voice, choose their words wisely.

APPENDIX K

Final Unit Project

Final Unit Project - Action Steps

How can information from the novel be used to promote justice?

1. What is a major issue of injustice present in my novel?
2. Is this issue of injustice reflected in our world today?
3. How will I treat others differently as a result of having critically analyzed this topic?
4. How can I support those who are treated unfairly?

Using your reflections on these questions, create a final project that would address issues of injustice found in your novel.

Ideas:

- Write a letter to someone who needs to know about this issue, or someone who could help
- Create a series of posters that communicates this issue to the public
- Create a video that communicates this issue to the public
- Find an expert on this issue and interview them
- Conduct further research on this issue and present your findings to the class
- Write a short play that would communicate this issue to an audience
- Create a song or series of poems that would communicate this issue to an audience
- Create a piece of art that would represent this issue to an audience; include an artist's statement to explain the piece and the meaning behind it

APPENDIX L

European Colonist Literature Circle Packet

European Colonist Lit Circle

Reading Calendar

Fill out this calendar and use it to help you keep track of your reading goals. Include the following information:

- month(s)
- dates
- *Book Finished By* date
- which chapters you've read or need to read each day

Book Title: _____ **Author:** _____

—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—

Literature Circle Reading Contract

Book Title	Author

Group Members

Date the book must be finished: _____

When our group meets, we promise to follow these rules:

By signing these sheet, I am promising to follow the rules created and agreed upon by this group.

Novel Timeline

For each reading session, record the 2-4 most important events that occurred.

<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>p. _____ - _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Problem Posing Questions

1. Author

- Who is the author? What is the author's background?
- Why do you think the author wrote this book?
- What does the author want the reader to think?

2. Characters

- Who is the hero of the book?
- Who do you love in this book?
- Whose perspective does the author favor?

3. Voice

- Whose voice is represented?
- Whose voices are missing?

4. Power

- What issues of power are represented in this book?

5. Biases

- What biases (cultural, linguistic, gender, ability, religious values and beliefs) do you, as the reader, bring to the text?

6. Challenges

- What did you find challenging about this text? Why?
- What might other people find challenging? Why?

7. Questions

- What other questions might you, as a critical consumer, ask?

Perspective Writing

In Novel Groups

1. Event: With your group members, identify one event in the book that holds significance for all of you. What event sticks out in your mind that presents an injustice issue?
Describe the event:

2. Characters: Together, identify three or four different characters connected to the event. You can include characters that are absent from the text. You need at as many characters as there are group members or more.
List the characters:

3. Assign Character Roles: Each group member selects one character and will write from that character's perspective.
Your character:

Perspectives Writing

Imagine you are writing a different version of that chapter, and it's your character that is doing the talking. Think about these questions to help you brainstorm ideas:

- What would your character think of that event?
- What would they say? What would they do?
- How do they react to the event emotionally?
- How would the story be told differently if told from your character's point of view?

Creatively write about the chosen event from your character's point of view. It should be about a page in length. And remember, be creative! You are giving this character a voice, choose their words wisely!

Final Unit Project - Action Steps

How can information from the novel be used to promote justice?

1. What is a major issue of injustice present in my novel?
2. Is this issue of injustice reflected in our world today?
3. How will I treat others differently as a result of having critically analyzed this topic?
4. How can I support those who are treated unfairly?

Using your reflections on these questions, create a final project that would address issues of injustice found in your novel.

Ideas:

- Write a letter to someone who needs to know about this issue, or someone who could help
- Create a series of posters that communicates this issue to the public
- Create a video that communicates this issue to the public
- Find an expert on this issue and interview them
- Conduct further research on this issue and present your findings to the class
- Write a short play that would communicate this issue to an audience
- Create a song or series of poems that would communicate this issue to an audience
- Create a piece of art that would represent this issue to an audience; include an artist's statement to explain the piece and the meaning behind it

Rubrics

Perspectives Writing

Criteria	Score			
Well Planned <ul style="list-style-type: none"> ● makes sense ● sound sequence of events ● clear beginning, middle and end 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Thoughtful <ul style="list-style-type: none"> ● careful thought was put into the work ● clear details from the text are present ● attention to narrator's characteristics 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Clear Point of View <ul style="list-style-type: none"> ● narrator is easily identifiable ● significant viewpoint on the events ● consistent use of pronouns 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Detailed <ul style="list-style-type: none"> ● sensory details ● inner character thoughts ● dialogue 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Edited <ul style="list-style-type: none"> ● capitals & punctuation ● spelling ● grammar 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Total Points				/ 15

Student Comments:

Teacher Comments:

Final Unit Project

Criteria	Score			
Well Planned <ul style="list-style-type: none"> ● sends a clear message ● connects with the message of the text ● Uses details to support main ideas 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Thoughtful <ul style="list-style-type: none"> ● careful thought was put into the work ● clear details from the text are present ● student's perspective is present 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Visually Appealing <ul style="list-style-type: none"> ● colorful, if applicable ● neat, tidy presentation ● professionally done 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Edited <ul style="list-style-type: none"> ● capitals & punctuation ● spelling ● grammar 	1 Needs Improvement	2 Developing	3 Consistent	4 Excels
Sources Cited <ul style="list-style-type: none"> ● Additional research materials are properly cited 	1 No sources cited	2 Clear sources cited		
Total Points				/ 14

Student Comments:

Teacher Comments:

APPENDIX M

Virtual Jamestown Recording Sheet

Name _____

Virtual Jamestown: Sidney King

Directions:

- Take time to look at and analyze several of Sidney King's paintings.
- Pick out your favorite 3 paintings and complete the *I Notice, I Connect, I Wonder* chart below.
- Then, using your notes, create a list of conclusions or understandings that you now have about Jamestown.

Painting Name	<i>I Notice...</i>	<i>I Connect...</i>	<i>I Wonder...</i>

Based on your observations, what conclusions can you draw about Jamestown? What do you now understand after looking at Sidney King's art?

●

●

●

APPENDIX N

Primary Sources

Chief Powhatan

Address to Captain John Smith

delivered in 1609

I am now grown old and must soon die, and the succession must descend in order, to my brothers, Opitchapam, Opechancanough, and Kekataugh, and then to my two sisters, and their two daughters.

I wish their experience was equal to mine, and that your love to us might not be not be less than ours to you. Why should you take by force that from us which you can have by love? Why should you destroy us who have provided you with food? What can you get by war? We can hide our provisions and fly into the woods. And then you must consequently famish by wrongdoing your friends.

What is the cause of your jealousy? You see us unarmed and willing to supply your wants if you come in a friendly manner; not with swords and guns as to invade an enemy. I am not so simple as not to know that it is better to eat good meat, lie well, and sleep quietly with my women and children; to laugh and be merry with the English, and, being their friend, to have copper, hatchets, and whatever else I want, than to fly from all, to lie cold in the woods, feed upon acorns, roots and such trash, and to be so hunted that I cannot rest, eat, or sleep. In such circumstances, my men must watch, and if a twig should but break, all would cry out, "Here comes Captain Smith." And so, in this miserable manner to end my miserable life. And, Captain Smith, this might soon be your fate too through your rashness and unadvisedness.

I, therefore, exhort you to peaceable councils, and above all I insist that the guns and swords, the cause of all our jealousy and uneasiness, be removed and sent away.

Listen to the speech here:

<http://www.americanrhetoric.com/speeches/nativeamericans/chiefpowhatan.htm>

In these instructions, dated November 1606, the Virginia Company of London informs the men who would settle what became Jamestown of its priorities once they land. In particular, the company suggests how to look for a Northwest Passage, how to search for gold, and how to treat the Virginia Indians, whom it calls "naturals." Captain Christopher Newport and Bartholomew Gosnold are mentioned by name. Some spelling has been modernized and contractions expanded.

Instructions for the Virginia Colony, 1606

As we doubt not but you will have especial care to observe the ordinances set down by the King's Majesty and delivered unto you under the Privy Seal; so for your better directions upon your first landing we have thought good to recommend unto your care these instructions and articles following.

When it shall please God to send you on the coast of Virginia, you shall do your best endeavour to find out a safe port in the entrance of some navigable river, making choice of such a one as runneth farthest into the land, and if you happen to discover divers portable rivers, and amongst them any one that hath two main branches, if the difference be not great, make choice of that which bendeth most toward the North-West for that way you shall soonest find the other sea.

When you have made choice of the river on which you mean to settle, be not hasty in landing your victuals and munitions; but first let Captain Newport discover how far that river may be found navigable, that you make election of the strongest, most wholesome and fertile place; for if you make many removes, besides the loss of time, you shall greatly spoil your victuals and your caske, and with great pain transport it in small boats.

But if you choose your place so far up as a bark of fifty tuns will float, then you may lay all your provisions ashore with ease, and the better receive the trade of all the countries about you in the land; and such a place you may perchance find a hundred miles from the river's mouth, and the further up the better. For if you sit down near the entrance, except it be in some island that is strong by nature, an enemy that may approach you on even ground, may easily pull you out; and if he be driven to seek you a hundred miles [in] the land in boats, you shall from both sides of the river where it is narrowest, so beat them with your muskets as they shall never be able to prevail against you.

And to the end that you be not surprised as the French were in Florida by Melindus, and the Spaniard in the same place by the French, you shall do well to make this double provision. First, erect a little store at the mouth of the river that may lodge some ten men; with whom you shall leave a light boat, that when any fleet shall be in sight, they may come with speed to give you warning. Secondly, you must in no case suffer any of the native people of the country to inhabit between you and the sea coast; for you cannot carry yourselves so towards them, but they will grow discontented with your habitation, and be ready to guide and assist any nation that shall come to invade you; and if you neglect this, you neglect your safety.

When you have discovered as far up the river as you mean to plant yourselves, and landed your victuals and munitions; to the end that every man may know his charge, you shall do well to divide your six score men into three parts; whereof one party of them you may appoint to fortify and build, of which your first work must be your storehouse for victuals; the other you may employ in preparing your ground and sowing your corn and roots; the other ten of these forty you must leave as centinel at the haven's mouth. The other forty you may employ for two months in discovery of the river above you, and on the country about you; which charge Captain Newport and Captain Gosnold may undertake of these forty discoverers. When they do espie any high lands or hills, Captain Gosnold may take twenty of the company to cross over the lands, and carrying a half dozen pickaxes to try if they can find any minerals. The other twenty may go on by river, and pitch up boughs upon the bank's side, by which the other boats shall follow them by the same turnings. You may also take with them a wherry, such as is used here in the Thames; by which you may send back to the President for supply of ammunition or any other want, that you may not be driven to return for every small defect.

You must observe if you can, whether the river on which you plant doth spring out of mountains or out of lakes. If it be out of any lake, the passage to the other sea will be more easy, and [it] is like enough, that out of the same lake you shall find some spring which run[s] the contrary way towards the East India Sea; for the great and famous rivers of Volga, Tan[a]is and Dwina have three heads near joynd; and yet the one falleth into the Caspian Sea, the other into the Euxine Sea, and the third into the Paeonian Sea.

In all your passages you must have great care not to offend the naturals [natives], if you can eschew it; and employ some few of your company to trade with them for corn and all other . . . victuals if you have any; and this you must do before that they perceive you mean to plant among them; for not being sure how your own seed corn will prosper the first year, to avoid the danger of famine, use and endeavour to store yourselves of the country corn.

Your discoverers that pass over land with hired guides, must look well to them that they slip not from them: and for more assurance, let them take a compass with them, and write down how far they go upon every point of the compass; for that country having no way nor path, if that your guides run from you in the great woods or desert, you shall hardly ever find a passage back.

And how weary soever your soldiers be, let them never trust the country people with the carriage of their weapons; for if they run from you with your shott, which they only fear, they will easily kill them all with their arrows. And whensoever any of yours shoots before them, be sure they may be chosen out of your best marksmen; for if they see your learners miss what they aim at, they will think the weapon not so terrible, and thereby will be bould to assault you.

Above all things, do not advertize the killing of any of your men, that the country people may know it; if they perceive that they are but common men, and that with the loss of many of theirs they diminish any part of yours, they will make many adventures upon you. If the country be populous, you shall do well also, not to let them see or know of your sick men, if you have any; which may also encourage them to many enterprizes.

You must take especial care that you choose a seat for habitation that shall not be overburthened with woods near your town; for all the men you have, shall not be able to cleanse twenty acres a year; besides that it may serve for a covert for your enemies round about.

Neither must you plant in a low or moist place, because it will prove unhealthful. You shall judge of the good air by the people; for some part of that coast where the lands are low, have their people blear eyed, and with swollen bellies and legs; but if the naturals be strong and clean made, it is a true sign of a wholesome soil.

You must take order to draw up the pinnace that is left with you, under the fort: and take her sails and anchors ashore, all but a small kedge to ride by; least some ill-dispositioned persons slip away with her.

You must take care that your marriners that go for wages, do not mar your trade; for those that mind not to inhabit, for a little gain will debase the estimation of exchange, and hinder the trade for ever after; and therefore you shall not admit or suffer any person whatsoever, other than such as shall be appointed by the President and Counsel there, to buy any merchandise or other things whatsoever.

It were necessary that all your carpenters and other such like workmen about building do first build your storehouse and those other rooms of public and necessary use before any house be set up for any private person: and though the workman may belong to any private persons yet let them all work together first for the company and then for private men.

And seeing order is at the same price with confusion, it shall be advisably done to set your houses even and by a line, that your street may have a good breadth, and be carried square about your market place and every street's end opening into it; that from thence, with a few field pieces, you may command every street throughout; which market place you may also fortify if you think it needful.

You shall do well to send a perfect relation by Captaine Newport of all that is done, what height you are seated, how far into the land, what commodities you find, what soil, woods and their several kinds, and so of all other things else to advertise particularly; and to suffer no man to return but by passport from the President and Counsel, nor to write any letter of anything that may discourage others.

Lastly and chiefly the way to prosper and achieve good success is to make yourselves all of one mind for the good of your country and your own, and to serve and fear God the Giver of all Goodness, for every plantation which our Heavenly Father hath not planted shall be rooted out.

Retrieved from:

http://www.vlib.us/amdocs/texts/virginia_instructions.html

APPENDIX O

American Colonization Unit Overview

American Colonization

Social Studies Unit - 5th grade

Stage 1 Desired Results			
ESTABLISHED GOALS	<i>Transfer</i>		
<p>Students will pose relevant questions about historical events, historical documents, historical fiction novels, video clips, historical art and websites.</p> <p>Students will analyze a historical event through multiple viewpoints.</p> <p>Students will analyze issues of power and injustice centered on a historical event.</p> <p>Students will analyze how an author portrays a historical event and the people involved.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Examine a historical event using multiple perspectives ● View interactions between peoples and cultures with greater perspective and empathy 		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Colonies were established for a variety of reasons - gold and other valuable resources, religious freedom, adventure, promise of a new life, escape persecution, ● Many factors contributed to the success or failure of a colony - strong leadership, friendly relations with local native tribes, well-chosen location, basic needs like shelter and food sources established first, educated individuals like doctors, builders and experienced farmers are included in the initial group of settlers. ● Due to the severe decline in Indigenous populations and the introduction of labor intensive cash crops, Africans were imported and used for slave labor. </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What is a colonist? Why did people leave their homes and travel to an unknown world? ● What hardships did colonists face? ● Why did some settlements prosper and others fail? ● How did interactions between settlers and indigenous peoples affect settlement? ● How did European settlement impact indigenous peoples and Africans? ● What issues of power were present during American colonization? ● What issues of injustice were present during American colonization? ● How do authors portray a historical event? ● How do authors portray the people involved in a historical event? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Colonies were established for a variety of reasons - gold and other valuable resources, religious freedom, adventure, promise of a new life, escape persecution, ● Many factors contributed to the success or failure of a colony - strong leadership, friendly relations with local native tribes, well-chosen location, basic needs like shelter and food sources established first, educated individuals like doctors, builders and experienced farmers are included in the initial group of settlers. ● Due to the severe decline in Indigenous populations and the introduction of labor intensive cash crops, Africans were imported and used for slave labor. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What is a colonist? Why did people leave their homes and travel to an unknown world? ● What hardships did colonists face? ● Why did some settlements prosper and others fail? ● How did interactions between settlers and indigenous peoples affect settlement? ● How did European settlement impact indigenous peoples and Africans? ● What issues of power were present during American colonization? ● What issues of injustice were present during American colonization? ● How do authors portray a historical event? ● How do authors portray the people involved in a historical event?
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Colonies were established for a variety of reasons - gold and other valuable resources, religious freedom, adventure, promise of a new life, escape persecution, ● Many factors contributed to the success or failure of a colony - strong leadership, friendly relations with local native tribes, well-chosen location, basic needs like shelter and food sources established first, educated individuals like doctors, builders and experienced farmers are included in the initial group of settlers. ● Due to the severe decline in Indigenous populations and the introduction of labor intensive cash crops, Africans were imported and used for slave labor. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What is a colonist? Why did people leave their homes and travel to an unknown world? ● What hardships did colonists face? ● Why did some settlements prosper and others fail? ● How did interactions between settlers and indigenous peoples affect settlement? ● How did European settlement impact indigenous peoples and Africans? ● What issues of power were present during American colonization? ● What issues of injustice were present during American colonization? ● How do authors portray a historical event? ● How do authors portray the people involved in a historical event? 		

<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Key facts about <i>American Colonization</i> and colonist life in early colonies. ● Key facts about interactions between colonists, indigenous peoples and Africans. ● Key factual information about indigenous peoples living near the early colonies. ● Key factual information about Africans brought to the American colonies. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Using research skills to find out about life in the early American colonies. ● Using analytical and questioning skills to view historical events from multiple points of view. ● Using analytical and questioning skills to describe how an author portrays a historical event. ● Expressing their thoughts and findings orally and in writing.
Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Well crafted ● Thoughtful ● Revealing and informative ● Good detail ● Mechanically sound ● Clear explanations ● Projects a clear message ● Uses historic details 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Read a novel written from the perspective of a European colonist. Choose a significant scene from the novel and write a version of the event from an alternative viewpoint. ● Keep updated notes in a Perspectives Log as you read or view different texts surrounding the topic of <i>American Colonization</i>. ● Keep a log of questions you have about <i>American Colonization</i> and answers you have found as you read or viewed different texts. ● Analyze primary sources and produce conclusions. ● Analyze visual representations of Jamestown and produce conclusions. ● Participate and reflect on various small group and class discussions surrounding the topic of <i>American Colonization</i>. ● Reflect upon and record issues of power and injustice found while reading and viewing texts surrounding the topic of <i>American Colonization</i>. ● Create a project that addresses an issue of power or injustice found while reading and viewing texts surrounding the topic of <i>American Colonization</i>.

- Legible handwriting
- Thoughtful reflection

OTHER EVIDENCE:

- Complete a Taxonomy showing prior knowledge and new learning on the topic of *American Colonization*.
- Listen to the novel *Weetamoo* and offer opinions on the novel's events.
- Listen to other read aloud text selections and offer opinions on the texts' events.
- Reflect upon how authors portray a historical event and the people involved.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Pre-assess
 - Use a taxonomy to pre-assess students' knowledge of *American Colonization*
 - Create and add questions to Questions Log
- Introduction
 - Read Aloud - *You Wouldn't Want to be an American Colonist* and discussion
 - Continue to add questions to Questions Log
- European Colonist Literature Circle
 - Choose 1 of 6 historical fiction novels
 - Create a reading plan and begin reading the text at home
 - Track events using a timeline
- Read Aloud
 - Begin *Weetamoo*, read sections daily during Language Arts
- Roanoke
 - Video clip and discussion
 - Nonfiction text worktime - record texts and findings in Perspectives Log
 - Continue to add questions to Questions Log
 - Add concepts to taxonomy
- Jamestown
 - Primary source: *Instructions for the Virginia Colony, 1607* - analyze with a small group, interpret and draw conclusions
 - Video clip and discussion
 - Nonfiction text worktime - record texts and findings in Perspectives Log
 - Continue to add questions to Questions Log
 - Add concepts to taxonomy

- Virtual Jamestown
 - Analyze Sydney King's art and draw conclusions
- Plymouth
 - Movie - *Journey to the New World* and discussion
 - Nonfiction text worktime - record texts and findings in Perspectives Log
 - Continue to add questions to Questions Log
 - Add concepts to taxonomy
 - Read Aloud - *Squanto's Journey* and discussion
- Native Americans
 - Primary source: *Powhatan's Address* - analyze with a small group, interpret and draw conclusions
 - Nonfiction text worktime - record texts and findings in Perspectives Log
 - Continue to add questions to Questions Log
 - Add concepts to taxonomy
- Africans
 - Read Aloud - sections from *Discovering Black America* and discussion
 - Nonfiction text worktime - record texts and findings in Perspectives Log
 - Continue to add questions to Questions Log
 - Add concepts to taxonomy
- PBS Interactive History Website
 - Explore PBS's Interactive History Website, update Perspectives Log
- European Colonist Literature Circle
 - Reflect and record answers to power posing questions
 - Write a different version of a major event from your novel, writing from an alternative perspective
- Final Project
 - Choose an issue of injustice from this unit and create a final project addressing it
 - Finish taxonomy, identifying the most important concepts and creating a summary for the unit

APPENDIX P

Individual Lesson Plans for American Colonization Unit

American Colonization
Social Studies Unit - 5th grade

Lesson: Pre-Assessment

Unit Sequence: 1 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.1.2.1** - Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions.

Learning Target(s)	Activity #1 - Pre-Assessment	Materials
<ul style="list-style-type: none"> • I will reflect on and record what I already know about American colonization. 	<ul style="list-style-type: none"> • Pass out taxonomy to students. Label it <i>American Colonization</i>. • Using a red writing utensil, ask students to write down everything they already know about <i>American Colonization</i> - names, years, countries, places, peoples, motives, effects, etc. • Write the known words and short phrases into the boxes according to their first letter, creating an alphabetical list of prior knowledge written in red. 	<ul style="list-style-type: none"> • blank taxonomy • red writing utensil

Learning Target(s)	Activity #2 - Generate Questions	Materials
<ul style="list-style-type: none"> • I will generate questions about a historical event. 	<ul style="list-style-type: none"> • Pass out the <i>Questions Log</i> for the unit. • Students will brainstorm questions they have about <i>American Colonization</i> and record them on the log. <ul style="list-style-type: none"> ○ What do you want to learn about during this unit? ○ What interests you? ○ What confuses you? ○ What don't you understand? 	<ul style="list-style-type: none"> • Questions Log

American Colonization
Social Studies Unit - 5th grade

Lesson: Introduction

Unit Sequence: 2 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.1.2.1** - Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions.

Learning Target(s)	Activity #1 - Read Aloud	Materials
<ul style="list-style-type: none"> ● I will listen to the book <i>You Wouldn't Want to be an American Colonist</i>. ● I will offer my thoughts, connections and opinions about the text. 	<ul style="list-style-type: none"> ● Students will listen while the text <i>You Wouldn't Want to be an American Colonist</i> is read aloud. ● Pause periodically to point out different features of the text and allow students to ask questions or make connections. <ul style="list-style-type: none"> ○ What do you see? ○ What are you hearing? ○ What commonalities are you noticing? ○ How does the author represent the colonists? ○ How does the author represent the native peoples? ● Pass out the <i>Perspectives Log</i> for this unit. ● Guide students through an overview of the log - point out its features and invite students to question the information they'll be asked to record in each section. ● Together, fill out the <i>Perspectives Log</i> for the text <i>You Wouldn't Want to be an American Colonist</i>. ● <u>Option:</u> Split up this read aloud into two parts. 	<ul style="list-style-type: none"> ● <i>You Wouldn't Want to be an American Colonist</i> by Jacqueline Morley ● Perspectives Log

Learning Target(s)	Activity #2 - Generate Questions	Materials
<ul style="list-style-type: none"> ● I will generate questions about a historical event. 	<ul style="list-style-type: none"> ● Students will pull out their <i>Questions Log</i> for the unit. ● After listening to <i>You Wouldn't Want to be an American Colonist</i>, students will continue to brainstorm questions they have about American colonization. <ul style="list-style-type: none"> ○ What do you want to learn about during this unit? ● It is possible that the text provided some answers to previously recorded questions. If so, guide students in adding notes to their log and citing the text as a source. 	<ul style="list-style-type: none"> ● Questions Log

American Colonization
Social Studies Unit - 5th grade

Lesson: European Colonist Literature Circle - Before and During Reading Activities

Unit Sequence: 3 of 13

MN Standards Addressed:

- **5.4.1.2.1** - Explain a historical event from multiple perspectives.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.
- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.

Concepts taught prior to lesson:

- Why Europeans left their homeland and risked it all to create a new life in the New World

Learning Target(s)	Activity #1 - Choose Your Book	Materials
<ul style="list-style-type: none"> ● I will choose a historical fiction novel centered on the topic of American colonization. 	<ul style="list-style-type: none"> ● Students will be presented with 6 historical fiction novel choices: <ul style="list-style-type: none"> ○ <i>Blood on the River</i> by Elisa Carbone ○ <i>I Walk in Dread</i> by Lisa Rowe Fraustino ○ <i>Our Strange New Land</i> by Patricia Hermes ○ <i>Surviving Jamestown: The Adventures of Young Sam Collier</i> by Gail Karwoski ○ <i>Journey to the New World</i> by Kathryn Lasky ○ <i>The Journal of Jasper Jonathan Pierce</i> by Ann Rinaldi ● Students will hear about each novel choice - narrator, basic overview of plot, lexile, etc.) and be given time to browse and ask questions before presenting their teacher with their top 3 choices. ● Create small groups of students (3-5 learners per group) based on their novel choice preferences. These students will read the same novel and will work together on future activities involving the novel. 	<ul style="list-style-type: none"> ● at least 5 copies of each novel ● slips of paper to record novel preferences

Learning Target(s)	Activity #2 - First Group Meeting	Materials
<ul style="list-style-type: none"> ● I will meet with my group members to establish meeting goals and norms. 	<ul style="list-style-type: none"> ● Students will meet with their group members. ● Groups will work together to create a set of meeting goals and norms. <ul style="list-style-type: none"> ○ For example: <ul style="list-style-type: none"> ■ All group members will come to each meeting prepared. ■ All group members will stay on task during meetings. ■ All group members will offer thoughts, ideas and opinions. ■ All group members will respect the thoughts, ideas and opinions of others. ● Once complete, each group member will copy this set of goals and norms into the <i>Group Contract</i> page of their European Colonist Literature Circle Packet. ● Each student will then sign the bottom on that page. This indicates each student’s agreement that they will adhere to the goals and norms put forth by the group. ● Ask groups to then focus their attention on the <i>Calendar</i> page of their packet. ● Give the class a hard deadline for having their novel finished, but each group could choose to revise this deadline and finish the novel earlier. ● All group members must agree to the deadline, write the deadline on their calendar and then create a plan to determine how many chapters/pages must be read each day to ensure that all group members finish the novel on time. 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Group Contract</i> ● European Colonist Literature Circle Packet: <i>Calendar</i>

Learning Target(s)	Activity #3 - Begin Reading Novel	Materials
<ul style="list-style-type: none"> ● I will carefully read my chosen historical fiction novel. ● I will keep track of important events by recording them on the Timeline. 	<ul style="list-style-type: none"> ● Once group goals, norms and deadlines have been carefully established, each group member will begin reading their novel. ● Their novels will be read either outside the school day or during independent reading time. ● As students progress through their novels, they will keep track of key events on the <i>Timeline</i> page of their packet. ● This will ensure that each student tracks important events in the novel and will aid in locating these important events during later activities. 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Timeline</i> ● novel

American Colonization**Social Studies Unit - 5th grade****Lesson:** Read Aloud - *Weetamoo***Unit Sequence:** 4 of 13**MN Social Studies Standards Addressed:**

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.

MN English Language Arts Standards Addressed:

- **5.1.6.6** - Describe how a narrator's or speaker's point of view influences how events are described.

Learning Target(s)	Activity #1 - Read Aloud from <i>Weetamoo</i>	Materials
<ul style="list-style-type: none"> ● I will carefully listen to the novel <i>Weetamoo</i>. ● I will offer my thoughts and opinions of the novel during class discussions. 	<ul style="list-style-type: none"> ● Read aloud daily from the novel <i>The Royal Diaries: Weetamoo, Heart of the Pocassets, Massachusetts - Rhode Island, 1653</i> by Patricia Clark Smith. ● As you read, pause to reflect on various events. <ul style="list-style-type: none"> ○ How does the author represent the colonists? ○ How does the author represent the native peoples? ○ How does the narrator's point of view influence how events are described? ● This novel will be read aloud during shared reading time within the academic school day. ● Aim to finish the novel by the time this unit comes to a close. 	<ul style="list-style-type: none"> ● <i>Weetamoo, Heart of the Pocassets</i> by Patricia Clark Smith

American Colonization**Social Studies Unit - 5th grade****Lesson:** Roanoke**Unit Sequence:** 5 of 13**MN Social Studies Standards Addressed:**

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- **5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- **5.8.1.1** - 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.

Concepts taught prior to lesson:

- In 1584, England's Queen Elizabeth I grants Walter Raleigh permission to establish a colony in the New World.
- Various expeditions bring more settlers to Roanoke.
- John White leaves on a ship bound for England to procure supplies in 1587, but is prevented from returning to the colony due to a war with Spain. He left behind 115 men, women and children.
- In 1590, White finally is able to set sail and return to Roanoke, but finds the colony completely deserted.
- To this day, no definitive evidence has been found to explain the disappearance of the Roanoke settlers.

Learning Target(s)	Activity #1 - History.com Video	Materials
<ul style="list-style-type: none"> ● I will carefully watch the video and will be prepared to offer my thoughts 	<ul style="list-style-type: none"> ● As a whole group, watch the video <i>What Happened to the Lost Colony of Roanoke?</i> from History.com. ● Review the scenarios the video offers to explain the disappearance of the Roanoke settlers. Write these options on the board. 	<ul style="list-style-type: none"> ● computer ● Smartboard

<p>and opinions.</p> <ul style="list-style-type: none"> I will brainstorm possible scenarios that would explain the disappearance of the Roanoke settlers. 	<ul style="list-style-type: none"> Invite students to pair up or form small groups to discuss which scenario they believe is most viable. Invite students to create alternative scenarios as well, but they must be prepared to offer reasons why their scenario is feasible. Have student volunteers offer their thoughts on the different scenarios. 	
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Learning Target(s)	Activity #2 - Non-Fiction Investigation	Materials
<ul style="list-style-type: none"> I will read multiple non-fiction texts surrounding the topic of the lost colony of Roanoke. I will track perspectives, issues of injustice and important events found in each text. 	<ul style="list-style-type: none"> Lay out several copies of the following non-fiction texts: <ul style="list-style-type: none"> <i>The Lost Colony of Roanoke</i> by Jean Fritz <i>The Mystery of the Roanoke Colony</i> by Xavier W. Niz <i>Roanoke: The Lost Colony</i> by Heidi E. Y. Stemple & Jane Yolen Ask students to pull out their Perspectives Log. Students will pair up and choose one of these texts. Students will spend time reading, looking at pictures and captions and talking about what they are reading with their partner. Students will carefully log the perspectives they see present in the text, the perspectives they feel are missing from the text, along with any issues of injustice that they detect. Finally, students will summarize what they have learned from the text by pulling out and recording three main ideas they feel are important to remember. <p>➤ This activity should ideally be repeated so students may have the opportunity to examine more than one of these texts. Each text and its information should be logged in the students' Perspectives Log.</p> <p>➤ If new questions arise while students are reading, encourage them to add them to their Questions Log.</p> <p>➤ If students find answers to questions in their Questions Log, encourage them to cite the source and add information that answers the question.</p>	<ul style="list-style-type: none"> at least 5 copies of each text Perspectives Log Questions Log

Learning Target(s)	Activity #3 - Revisit Taxonomy	Materials
<ul style="list-style-type: none"> I will reflect on and record what I have learned about <i>American Colonization</i>. 	<ul style="list-style-type: none"> To summarize the Roanoke lesson and activities, ask students to pull out their <i>American Colonization</i> taxonomy. Ask students to add names, years, countries, places, peoples, motives, effects - anything they've learned about <i>American Colonization</i> thus far - using a green writing utensil (these words will join the previously recorded red words). 	<ul style="list-style-type: none"> <i>American Colonization</i> taxonomy green writing utensil

American Colonization

Social Studies Unit - 5th grade

Lesson: Jamestown

Unit Sequence: 6 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- **5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- **5.8.1.1** - 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.

Concepts taught prior to lesson:

- England’s first successful colony, established in 1607 by the Virginia Company of London.
- The colony was settled on swampy wetland, leading to issues with diseases.
- Colonists experienced mixed relations with the native tribes in the area - some friendly and some hostile.
- Colonists initially spent much of their time searching for gold rather than establishing sound shelter and securing food supplies.
- The Starving Time, 1609-1610, a period where settlers faced rampant starvation with only 60 of the original 214 surviving.
- John Smith was able to pull Jamestown through this difficult time and created a manageable, yet shaky, peace with the Powhatan tribe.
- John Rolfe begins to plant tobacco, which finally puts Jamestown back on its feet and onto a prosperous path.

Learning Target(s)	Activity #1 - Instructions for the Virginia Company, 1606	Materials
<ul style="list-style-type: none"> ● I will carefully read and examine a primary source. 	<ul style="list-style-type: none"> ● Students will be analyzing the text <i>Instructions for the Virginia Company, 1606</i> written by the Virginia Company to its representatives aboard the first ships heading to Jamestown. ● Take the text and chunk it up into 6 sections (or more). Mark the sections to reflect the 	<ul style="list-style-type: none"> ● copies of text ● notebook paper

<ul style="list-style-type: none"> I will interpret what the Virginia Company was telling the Jamestown settlers to do. 	<p>number of chunks. For example, if the text is in 6 chunks, each section will be labeled 1, 2, 3, 4, 5, or 6.</p> <ul style="list-style-type: none"> Group students into mixed ability small groups. Hand each student in the group a copy of the text and assign them one of the sections to analyze. Using the notebook paper, students will read the text together and consider the following prompt: <ul style="list-style-type: none"> Describe what the Virginia Company tells the colonists to do once they arrive in Jamestown. Each student should record their thoughts on their notebook paper. Each group will elect a group speaker that will articulate the group’s thoughts. Each small group speaker will share their thoughts with the class, and the teacher will record answers on the board. Whole group discussion: <ul style="list-style-type: none"> What motives might have been driving the Virginia Company? Describe the correlation between these instructions and how the settlers at Jamestown behaved. 	
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Learning Target(s)	Activity #2 - History.com Video	Materials
<ul style="list-style-type: none"> I will carefully watch the video and will be prepared to offer my thoughts and opinions. I will brainstorm what element I believe saved Jamestown and will support my thoughts with evidence. 	<ul style="list-style-type: none"> As a whole group, watch the video <i>Jamestown Founded in 1607</i> from history.com. Small group discussion: <ul style="list-style-type: none"> What do you believe ultimately saved Jamestown? Ask groups to be able to defend their thoughts using 2-3 pieces of evidence from the previous social studies lessons and this video. Also, elect a group speaker that will articulate the group’s thoughts. Each small group speaker will share their thoughts with the class, and the teacher will record answers on the board. Whole group discussion: <ul style="list-style-type: none"> Where are the similarities? Do you disagree with any of these answers? As a class, we believe _____ saved Jamestown because.... 	<ul style="list-style-type: none"> computer Smartboard

Learning Target(s)	Activity #3 - Non-Fiction Investigation	Materials
<ul style="list-style-type: none"> ● I will read multiple non-fiction texts surrounding the topic of the Jamestown colony. ● I will track perspectives, issues of injustice and important events found in each text. 	<ul style="list-style-type: none"> ● Lay out several copies of the following non-fiction texts: <ul style="list-style-type: none"> ○ <i>The Story of Jamestown</i> by Eric Braun & Steve Erwin ○ <i>1607 - A New Look at Jamestown</i> by Karen E. Lange ○ <i>Jamestown, Virginia</i> by Dennis Brindell Fradin ○ <i>The Jamestown Colony</i> by Peter Benoit ● Ask students to pull out their Perspectives Log. ● Students will pair up and choose one of these texts. ● Students will spend time reading, looking at pictures and captions and talking about what they are reading with their partner. ● Students will carefully log the perspectives they see present in the text, the perspectives they feel are missing from the text, along with any issues of injustice that they detect. ● Finally, students will summarize what they have learned from the text by pulling out and recording three main ideas they feel are important to remember. <p>➤ This activity should ideally be repeated so students may have the opportunity to examine more than one of these texts. Each text and its information should be logged in the students' Perspectives Log.</p> <p>➤ If new questions arise while students are reading, encourage them to add them to their Questions Log.</p> <p>➤ If students find answers to questions in their Questions Log, encourage them to cite the source and add information that answers the question.</p>	<ul style="list-style-type: none"> ● at least 4 copies of each text. ● Perspectives Log ● Questions Log

Learning Target(s)	Activity #4 - Revisit Taxonomy	Materials
<ul style="list-style-type: none"> ● I will reflect on and record what I have learned about <i>American Colonization</i>. 	<ul style="list-style-type: none"> ● To summarize the Jamestown lesson and activities, ask students to pull out their <i>American Colonization</i> taxonomy. ● Ask students to add names, years, countries, places, peoples, motives, effects - anything they've learned about <i>American Colonization</i> thus far - using a green writing utensil (these words will join the previously recorded red words). 	<ul style="list-style-type: none"> ● <i>American Colonization</i> taxonomy ● green writing utensil

American Colonization
Social Studies Unit - 5th grade

Lesson: Virtual Jamestown

Unit Sequence: 7 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.

Learning Target(s)	Activity #1 - Virtual Jamestown	Materials
<ul style="list-style-type: none"> ● I will analyze an artist’s work and draw conclusions. 	<ul style="list-style-type: none"> ● Using a computer, laptop or other device, ask students to find the Virtual Jamestown art gallery, consisting of paintings by Sidney King in celebration of Jamestown’s 350th Anniversary. ● First, instruct students to click on the <i>Sidney King Bio Sketch</i> at the top of the page. ● Students will read about the artist’s background and how he researched and created this collection of Jamestown images. ● Give students time to browse through the collection of art, allow students to point out elements and openly discuss the paintings with those sitting around them. ● Hand out the <i>Virtual Jamestown Recording Sheet</i>. ● Students will choose 3 paintings and complete the recording sheet activities. ● When most have finished, ask students to share their favorite paintings and offer their thoughts. Pull up these paintings on the Smartboard so all students can share in the speaker’s thoughts. ● Finally, ask students to share their conclusions with a partner or small group. 	<ul style="list-style-type: none"> ● one-to-one devices ● Virtual Jamestown Recording Sheet ● Smartboard

American Colonization**Social Studies Unit - 5th grade**

Lesson: Plymouth

Unit Sequence: 8 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- **5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- **5.8.1.1** - 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.

Concepts taught prior to lesson:

- Established in 1620 by a group that will later to be known as the Pilgrims.
- Leaving England due to religious persecution, these Separatists traveled aboard the Mayflower and established their new home as the Plymouth Colony.
- Landing later in the year than expected, the Pilgrims endured a harsh winter which, along with rampant famine, took the lives of 45 of the 102 settlers.
- Those who survived the first winter were aided by Samoset, a local native, who spoke English and taught the Pilgrims how to successfully farm.
- Due to a plentiful harvest, the Pilgrims gave thanks to their new native friends and celebrated what would later be known as the first Thanksgiving.

Learning Target(s)	Activity #1 - Non-Fiction Investigation	Materials
<ul style="list-style-type: none"> ● I will read multiple non-fiction texts surrounding the topic of the Plymouth colony. ● I will track perspectives, issues of injustice and important events found in each text. 	<ul style="list-style-type: none"> ● Lay out several copies of the following non-fiction texts: <ul style="list-style-type: none"> ○ <i>The Voyage of the Mayflower</i> by Allison Lassieur ○ <i>Mayflower 1620: A New Look at the Pilgrim Voyage</i> by Plimouth Plantation & Peter Arenstam ○ <i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i> by Kate Waters ○ <i>Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy</i> by Kate Waters ● Ask students to pull out their Perspectives Log. ● Students will pair up and choose one of these texts. ● Students will spend time reading, looking at pictures and captions and talking about what they are reading with their partner. ● Students will carefully log the perspectives they see present in the text, the perspectives they feel are missing from the text, along with any issues of injustice that they detect. ● Finally, students will summarize what they have learned from the text by pulling out and recording three main ideas they feel are important to remember. ➤ This activity should ideally be repeated so students may have the opportunity to examine more than one of these texts. Each text and its information should be logged in the students' Perspectives Log. ➤ If new questions arise while students are reading, encourage them to add them to their Questions Log. ➤ If students find answers to questions in their Questions Log, encourage them to cite the source and add information that answers the question. 	<ul style="list-style-type: none"> ● at least 4 copies of each text. ● Perspectives Log ● Questions Log

Learning Target(s)	Activity #2 - <i>Squanto's Journey</i>	Materials
<ul style="list-style-type: none"> ● I will carefully listen to the book <i>Squanto's Journey</i>. ● I will offer my thoughts and opinions of the book during class discussions. 	<ul style="list-style-type: none"> ● Read aloud the picture book <i>Squanto's Journey: The Story of the First Thanksgiving</i> by Joseph Bruchac & Greg Shed. ● Whole group discussion: <ul style="list-style-type: none"> ○ Whose perspective is this story told from? ○ Why would the author choose to write this story from Squanto's point of view? ○ How does this version of the Thanksgiving story differ from other Thanksgiving stories that you have heard? 	<ul style="list-style-type: none"> ● <i>Squanto's Journey: The Story of the First Thanksgiving</i> by Joseph Bruchac & Greg Shed.

Learning Target(s)	Activity #3 - Movie: <i>Journey to the New World</i>	Materials
<ul style="list-style-type: none"> ● I will carefully watch the video and will be prepared to offer my thoughts and opinions. ● I will compare and contrast the colonies of Roanoke, Jamestown and Plymouth. 	<ul style="list-style-type: none"> ● Students will watch the video <i>Dear America: Journey to the New World</i>, a movie adaptation of the Dear America series novel <i>Journey to the New World, The Diary of Remember Patience Whipple, Mayflower 1620</i> by Kathryn Lasky. This novel is a choice for the European Colonist Literature Circle. ● In partners or small groups, draw a triple Venn diagram on a piece of notebook paper. ● Each student in the group will chose a writing utensil of a different color. Ask students to write their name on the top of the notebook paper in the color they chose. ● Together, students will take turns comparing and contrasting the Plymouth, Jamestown and Roanoke colonies. Each student will record their thoughts using their chosen color. The diagram should be very colorful by the end of this time, indicating equal participation by all group members. ● Whole group discussion: <ul style="list-style-type: none"> ○ Based on your analysis of the three colonies, identify the factors lead to a successful colony. 	<ul style="list-style-type: none"> ● movie ● VHS player ● notebook paper ● colored writing utensils.

Learning Target(s)	Activity #3 - Revisit Taxonomy	Materials
<ul style="list-style-type: none"> I will reflect on and record what I have learned about <i>American Colonization</i>. 	<ul style="list-style-type: none"> To summarize the Plymouth lesson and activities, ask students to pull out their <i>American Colonization</i> taxonomy. Ask students to add names, years, countries, places, peoples, motives, effects - anything they've learned about <i>American Colonization</i> thus far - using a green writing utensil (these words will join the previously recorded red words). 	<ul style="list-style-type: none"> <i>American Colonization</i> taxonomy green writing utensil

American Colonization**Social Studies Unit - 5th grade****Lesson:** Native Americans**Unit Sequence:** 9 of 13**MN Social Studies Standards Addressed:**

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- **5.2.6.6** - Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
- **5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- **5.8.1.1** - 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.

Concepts taught prior to lesson:

- There are four major regions of native peoples, the Southwest Desert people, the Northwest Coastal people, the Eastern Woodlands people and the Great Plains people.
- Location, climate, gender roles, housing, food, tools, transportation and traditions of each region's people were examined.
- After Christopher Columbus' arrival in the West Indies, Native American relations were not positive. Many territorial skirmishes broke out, some natives were captured and forced to work as slaves, and more than 90% of the Americas' native population succumbed to European diseases.

Learning Target(s)	Activity #1 - Powhatan's Address	Materials
<ul style="list-style-type: none"> ● I will carefully read and examine a primary source. ● I will interpret what Chief Powhatan was asking of John Smith and the other Jamestown settlers. 	<ul style="list-style-type: none"> ● Students will be analyzing Chief Powhatan's Address, told to and transcribed by John Smith in 1609. ● Group students into mixed ability small groups. ● Groups will read or listen to Powhatan's address. ● Using the notebook paper, students will discuss the following questions: <ul style="list-style-type: none"> ○ What were Chief Powhatan's concerns? ○ What was Chief Powhatan asking of the Jamestown settlers? ○ Make an inference: How do you think Powhatan was feeling during this speech? How do you know this? ● Each student should record their thoughts on this question on their notebook paper. ● Each group will elect a group speaker that will articulate the group's thoughts. ● Each small group speaker will share their thoughts with the class, and the teacher will record answers on the board. ● Whole group discussion: <ul style="list-style-type: none"> ○ Powhatan's address was transcribed by John Smith, a white Jamestown settler. What are the implications of this fact? 	<ul style="list-style-type: none"> ● copies of text ● notebook paper ● speakers

Learning Target(s)	Activity #2 - Non-Fiction Investigation	Materials
<ul style="list-style-type: none"> ● I will read multiple non-fiction texts surrounding the topic of Native Americans during the time of <i>American Colonization</i>. ● I will track perspectives, issues of injustice and important events 	<ul style="list-style-type: none"> ● Lay out several copies of the following non-fiction texts: <ul style="list-style-type: none"> ○ <i>1621: A New Look at Thanksgiving</i> by Catherine O'Neill Grace ○ <i>True Books: The Wampanoag</i> by Kevin Cunningham & Peter Benoit ○ <i>Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times</i> by Kate Waters ○ <i>The True Story of Pocahontas</i> by Dr. Linwood "Little Bear" Custalow & Angela L. Daniel Silver Star ○ <i>The Plymouth Partnership: Pilgrims and Native Americans</i> by Susan Whitehurst ● Ask students to pull out their Perspectives Log. ● Students will pair up and choose one of these texts. ● Students will spend time reading, looking at pictures and captions and talking about what they are reading with their partner. 	<ul style="list-style-type: none"> ● at least 3 copies of each text. ● Perspectives Log ● Questions Log

<p>found in each text.</p>	<ul style="list-style-type: none"> ● Students will carefully log the perspectives they see present in the text, the perspectives they feel are missing from the text, along with any issues of injustice that they detect. ● Finally, students will summarize what they have learned from the text by pulling out and recording three main ideas they feel are important to remember. <ul style="list-style-type: none"> ➤ This activity should ideally be repeated so students may have the opportunity to examine more than one of these texts. Each text and its information should be logged in the students' Perspectives Log. ➤ If new questions arise while students are reading, encourage them to add them to their Questions Log. ➤ If students find answers to questions in their Questions Log, encourage them to cite the source and add information that answers the question. 	
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Learning Target(s)	Activity #3 - Revisit Taxonomy	Materials
<ul style="list-style-type: none"> ● I will reflect on and record what I have learned about <i>American Colonization</i>. 	<ul style="list-style-type: none"> ● To summarize the Native American lesson and activities, ask students to pull out their <i>American Colonization</i> taxonomy. ● Ask students to add names, years, countries, places, peoples, motives, effects - anything they've learned about <i>American Colonization</i> thus far - using a green writing utensil (these words will join the previously recorded red words). 	<ul style="list-style-type: none"> ● <i>American Colonization</i> taxonomy ● green writing utensil

American Colonization
Social Studies Unit - 5th grade

Lesson: Africans

Unit Sequence: 10 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- **5.2.6.6** - Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
- **5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- **5.8.1.1** - 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.

Concepts taught prior to lesson:

- Africans were first brought to the New World to replace the declining Native American slave force.
- Captured Africans endured the harrowing Middle Passage to arrive in North America, where they were chained and sold at auction to white owners.

Learning Target(s)	Activity #1 - Non-Fiction Investigation	Materials
<ul style="list-style-type: none"> ● I will read multiple non-fiction texts surrounding the topic of Africans during the time of <i>American</i> 	<ul style="list-style-type: none"> ● Lay out several copies of the following non-fiction texts: <ul style="list-style-type: none"> ○ <i>Africans in the Thirteen Colonies</i> by Michael Burgan ○ <i>We the People: African-Americans in the Colonies</i> by Jean K. Williams ● Ask students to pull out their Perspectives Log. ● Students will pair up and choose one of these texts. 	<ul style="list-style-type: none"> ● at least 7 copies of each text. ● Perspectives Log

<p><i>Colonization.</i></p> <ul style="list-style-type: none"> I will track perspectives, issues of injustice and important events found in each text. 	<ul style="list-style-type: none"> Students will spend time reading, looking at pictures and captions and talking about what they are reading with their partner. Students will carefully log the perspectives they see present in the text, the perspectives they feel are missing from the text, along with any issues of injustice that they detect. Finally, students will summarize what they have learned from the text by pulling out and recording three main ideas they feel are important to remember. <p>➤ This activity should ideally be repeated so students may have the opportunity to examine more than one of these texts. Each text and its information should be logged in the students' Perspectives Log.</p> <p>➤ If new questions arise while students are reading, encourage them to add them to their Questions Log.</p> <p>➤ If students find answers to questions in their Questions Log, encourage them to cite the source and add information that answers the question.</p>	<ul style="list-style-type: none"> Questions Log
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Learning Target(s)	Activity #2 - Discovering Black America	Materials
<ul style="list-style-type: none"> I will carefully listen to sections from the book <i>Discovering Black America</i>. I will compare and contrast the treatment of Africans and Native Americans. 	<ul style="list-style-type: none"> Read aloud sections of the text <i>Discovering Black America</i> by Linda Tarrant-Reid <ul style="list-style-type: none"> p. 8-13 First Africans in Jamestown p. 18-19 Legalization of Slavery in the Colonies Group students into mixed ability small groups. Using the notebook paper, students will discuss the following prompt: <ul style="list-style-type: none"> Compare and contrast how Africans were treated in the colonies versus the Native Americans. Each student should record their thoughts on this question on their notebook paper. Each group will elect a group speaker that will articulate the group's thoughts. Each small group speaker will share their thoughts with the class, and the teacher will record answers on the board. 	<ul style="list-style-type: none"> <i>Discovering Black America</i> by Linda Tarrant-Reid notebook paper

Learning Target(s)	Activity #3 - Revisit Taxonomy	Materials
<ul style="list-style-type: none"> I will reflect on and record what I have learned about <i>American Colonization</i>. 	<ul style="list-style-type: none"> To summarize the Africans lesson and activities, ask students to pull out their <i>American Colonization</i> taxonomy. Ask students to add names, years, countries, places, peoples, motives, effects - anything they have learned about <i>American Colonization</i> thus far - using a green writing utensil (these words will join the previously recorded red words). 	<ul style="list-style-type: none"> <i>American Colonization</i> taxonomy green writing utensil

American Colonization
Social Studies Unit - 5th grade

Lesson: PBS Interactive History - Colonial House

Unit Sequence: 11 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.

Learning Target(s)	Activity #1 - PBS Colonial House Website	Materials
<ul style="list-style-type: none"> ● I will investigate different activities on a website. ● I will summarize 3 key things learned from my time on this website. 	<ul style="list-style-type: none"> ● Introduce the PBS Colonial House Interactive History website to the class. Show students the different features and activities they can investigate. ● Using a computer, laptop or other device, ask students to find the PBS Colonial House Interactive History website. ● Give students time to pursue inquiries and participate in the online activities. ● Before the end of the class period, ask students to pull out half a piece of notebook paper. ● On the paper, ask students to write down 3 major learnings about <i>American Colonization</i> from their time on the website. ● Finally, ask students to share their learnings with a partner, small group or the whole group. 	<ul style="list-style-type: none"> ● one-to-one devices ● Smartboard ● notebook paper

American Colonization
Social Studies Unit - 5th grade

Lesson: European Colonist Literature Circle - After Reading Activities

Unit Sequence: 12 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.1.2.1** - Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions
- **5.4.1.2.1** - Explain a historical event from multiple perspectives.
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.1.6.6** - Describe how a narrator’s or speaker’s point of view influences how events are described.
- **5.6.3.3** - Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **5.8.1.1** - 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.

Learning Target(s)	Activity #1 - Power Posing Questions	Materials
<ul style="list-style-type: none"> ● I will reflect upon and discuss critical, problem posing questions. 	<ul style="list-style-type: none"> ● Upon finishing their novel, ask groups to turn to the <i>Problem Posing Questions</i> section of their European Colonist Literature Circle Packet. ● As a whole group, discuss what each question is asking. ● In novel groups, students will reflect upon their novel and answer the questions. ● Additional research may be needed for some groups; should the need arise, have devices available. 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Problem Posing Questions</i> ● novel ● devices for research

Learning Target(s)	Activity #2 - Perspectives Writing	Materials
<ul style="list-style-type: none"> ● I will write an alternative version of a novel event, told from an alternative point of view. ● I will reflect on and discuss how a change in perspective influences how events are told. 	<ul style="list-style-type: none"> ● Once groups have finished their <i>Problem Posing Questions</i>, pull groups to discuss the <i>Perspectives Writing</i> project. ● First, groups must decide upon an event from their novel that sticks out in their mind; an event that perhaps contains an issue of injustice. Once groups have an agreed upon event, students will describe that event in detail on their <i>Perspectives Writing</i> page of their packet. ● Next, groups must list all characters involved in the chosen event - groups could choose characters that could have witnessed the event, or choose non-human characters, like an animal, that was present. ● Then, each member of the group will choose a character from the list that they feel they can empathize with - however, if the story is told from a first-person point of view, no one may choose that character. ● Finally, each group member will take their chosen character and write an alternative version of the event, written from the chosen character’s perspective. ● Students must step into their chosen character's shoes - What would they see? How would they feel? What would they say? ● Use the <i>Perspectives Writing Rubric</i> to discuss expectations and to guide student writing. ● Ask group members to share their writing; listening for and discussing how each character’s perspective changed how events in the story were told. 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Perspectives Writing</i> ● novel ● European Colonist Literature Circle Packet: <i>Perspectives Writing Rubric</i>

Learning Target(s)	Activity #3 -Self Assess Work	Materials
<ul style="list-style-type: none"> ● I will reflect upon my work and assess myself using a rubric. 	<ul style="list-style-type: none"> ● When a student finishes their <i>Perspectives Writing</i>, ask them to reflect upon their work using the <i>Perspectives Writing Rubric</i>. ● Once students have scored themselves using the rubric, ask students to add student comments that articulate the student’s process and feelings on their work. 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Perspectives Writing Rubric</i>

American Colonization
Social Studies Unit - 5th grade

Lesson: Unit Final Project
Unit Sequence: 13 of 13

MN Social Studies Standards Addressed:

- **5.4.4.16.2** - Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
- **5.4.1.2.1** - Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions
- **5.4.2.3.1** - Analyze multiple causes and outcomes of a historical event.

MN English Language Arts Standards Addressed:

- **5.2.2.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **5.2.3.3** - Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.
- **5.2.9.9** - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **5.6.7.7** - Conduct short research projects that use several sources to build knowledge through investigative different aspects of a topic.
- **5.8.1.1** - 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.

Learning Target(s)	Activity #1 - Final Unit Project	Materials
<ul style="list-style-type: none"> ● I will reflect upon issues of injustice present in my novel and create a plan of action to address them. 	<ul style="list-style-type: none"> ● Once groups have finished their <i>Perspectives Writing</i>, groups will work together to reflect upon and answer the questions on the <i>Final Unit Project</i> page of their European Colonist Literature Circle Packet. ● As a group, decide on a final project that addresses the issues of injustice present in their novel. They will also reflect on how or if this issue is still present in today’s society. ● Groups could do the entire project together, or a group member could choose to create their own project. ● Use the <i>Final Unit Project Rubric</i> to discuss expectations and to guide student work. 	<ul style="list-style-type: none"> ● European Colonist Literature Circle Packet: <i>Final Unit Project</i> ● novel ● European Colonist

	<ul style="list-style-type: none"> As groups and individuals finish their projects, encourage them to share their work with their classmates, their school and other audiences that would benefit from the message portrayed by the project. 	<p>Literature Circle Packet: <i>Final Unit Project Rubric</i></p>
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Learning Target(s)	Activity #2 - Self Assess Work	Materials
<ul style="list-style-type: none"> I will reflect upon my work and assess myself using a rubric. 	<ul style="list-style-type: none"> When a student finishes their <i>Final Unit Project</i>, ask them to reflect upon their work using the <i>Final Unit Project Rubric</i>. Once students have scored themselves using the rubric, ask students to add student comments that articulate the student’s process and feelings on their work. 	<ul style="list-style-type: none"> European Colonist Literature Circle Packet: <i>Final Unit Project Rubric</i>

Learning Target(s)	Activity #3 - Finish Taxonomy	Materials
<ul style="list-style-type: none"> I will summarize my learning by choosing important words and then using them to build a summary. 	<ul style="list-style-type: none"> To summarize this unit, ask students to pull out their <i>American Colonist</i> taxonomy. It should contain red words, indicating prior knowledge, and green words, indicating new knowledge. Ask students to choose 5-7 words from the taxonomy that they feel summarize all they have learned during this unit. Taking a blue writing utensil, students will circle their 5-7 words. On the back of the taxonomy, students will use their 5-7 words to create a summary for this <i>American Colonization</i> unit. They must use all the words they circled on the front. When finished, circle the taxonomy words used in the summary with the blue writing utensil. 	<ul style="list-style-type: none"> <i>American Colonization</i> taxonomy blue writing utensil

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