

INTEGRATING READING TO LEARN AND COOPERATIVE LEARNING
IN EIGHTH GRADE SOCIAL STUDIES

by

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
CHAPTER	
1 INTRODUCTION OF READING TO LEARN AND COOPERATIVE LEARNING.....	1
Introduction and background.....	1
Statement of Need.....	2
Purpose of Project.....	3
Project goals.....	3
2 LITERATURE REVIEW.....	5
Cooperative Learning.....	5
Reading to Learn.....	10
Why integrate the two?	17
3 METHODOLOGY.....	18
Statement of Project Goals.....	18
4 PROJECT DATA.....	20
Goal one.....	20
Goal two.....	24
Goal three.....	56

5	CONCLUSION AND LIMITATIONS.....	56
	REFERNCES.....	63

LIST OF TABLES

Table		Page
1	Social Studies Standards and Activities.....	21
2.1	Unit 1 Overview.....	24
2.2	Lesson Plan.....	27
2.3	Unit 2 Overview.....	30
2.4	Lesson Plan.....	34
2.5	Lesson Plan.....	38
2.6	Lesson Plan.....	40
2.7	Unit 3 Overview.....	42
2.8	Lesson Plan.....	46
2.9	Lesson Plan.....	50
2.10	Lesson Plan.....	53

ABSTRACT

The problem this project tried to address was the lack of reading and cooperative learning in an 8th grade U.S. history classroom. The class had mostly consisted of reading from the text, individual work and a few group assignments with a lack of accountability for every group member. After taking a few classes about reading to learn and cooperative learning they were instituted into the class to see if there was improved participation and learning. Students seemed to participate about the same amount and grades were a little lower than previous years. The written answers given by students did improve and the overall thinking ability improved also.

CHAPTER 1

INTRODUCTION

Introduction and Background

School X is a PK-12th grade, private school. It is located in a small, rural town. The school is in its 151st year of existence. The school is a Catholic school with about 200 students enrolled. Students come from a middle class background and most students are Caucasian. At the high school level, School X offers the core classes, math science, social studies and English. Other subjects include religion, P.E., computers and Spanish. Students have the opportunity to take drama and some advanced classes at neighboring public schools and online when they reach the 11th grade.

At School X I teach 8th through 12th grade social studies. The topics that are included in the social studies content include U.S. history, world history, economics, civics, psychology, and current issues. The smallest class has an enrollment of 10 students and the largest has 19 enrolled. Over the years, an attempt has been made to make the class as hands-on and group-oriented as possible. Students enjoy the hands on part but they do not read enough variety of texts, as the textbook is the main source of information and instructional content. Students also like working in groups; however, as often occurs in group activities, there have been students who have contributed very little

to the groups and allowed other group members to carry the bulk of the work. The hard-working students get frustrated by this and have asked for a better system in place for accountability.

Cooperative learning would work great in a social studies classroom and I want to start implementing the concept. Recently I took a Reading to Learn in the Content Area course. This course transformed my understanding of the importance of reading and emphasized my dependence on the textbook to teach my students. It is clear that my students could learn much more effectively if I was able to provide them with a variety of texts. This transformation could also help with the accountability and state testing required of our students as students are expected to be able to read and interpret a variety of texts on the se high-stakes tests they take every year. I would like to implement more reading and a variety of reading in my classroom to help students learn more effectively and to prepare them to take those high-stakes tests.

Statement of Need

There are two problems that I have observed in my classroom that have caused me to start investigating solutions. The first problem I have observed is that students are ever-dependent on the textbook and they rely on their text for all their information and usually do not explore other options or resources for answers. In fact, I believe students have become expert “skimmers” of the text in order to complete homework assignments. When students do this they are missing out on important information and on the opportunity to improve their reading abilities. The second problem I observed was the lack of accountability students had in group work. Every student was assigned a specific portion of the work but not every student did his or her share of the work. Without

accountability for their portion of group projects, the amount and quality of their learning suffers and the benefits that could be achieved are lessened.

I believe that the solution to both of these problems is to enhance both cooperative learning with the philosophy of reading to learn. Students will be expected and instructed to use different texts that will broaden their knowledge on the subject. These different texts will consist of fiction, non-fiction, primary sources, secondary sources, full texts and portions of text. In order for students to get the most out of their reading they will also be working cooperatively with each other. Students will be working in heterogeneous groups to discuss the texts and complete assignments. This way students will get the most out of the different texts because each student will take away a different meaning from the information they have read. Cooperative learning and reading to learn will fit together very easily and together will enhance the classroom significantly. Students will leave with a greater understanding of the content while becoming better cooperative learners and readers. These things will not only enhance their abilities in the classroom but they should also help them in high-stakes testing and their future careers.

Purpose of the project

The purpose of the project is to create a series of integrated lessons that incorporate the instructional techniques of cooperative learning and reading to learn strategies.

Statement of Project Goals

In order to create a series of integrated lessons that incorporate both cooperative learning and reading to learn strategies the following goals need to be achieved.

Goal 1: Define the standards in the 8th grade U.S. Social Studies curriculum that are suitable for integrating cooperative learning and reading to learn strategies and develop a matrix of the strategies used aligned to the content.

Goal 2: Develop at least three unit plans that integrate cooperative learning and reading to learn strategies.

Goal 3: Share the project with my colleagues.

CHAPTER 2

LITERATURE REVIEW

This chapter will provide information regarding the research on both cooperative learning and the reading to learn philosophies and methods. Using cooperative learning and reading to learn in the classroom will be explored. There is research and information about the success of these two methods. These strategies create students who are well rounded, critical thinkers that can engage in meaningful social discourse.

Cooperative Learning

The first strategy that will be looked at is cooperative learning. This strategy, at its core is designed to nurture strong social interdependence amongst students (Schul, 2011; Johnson, Johnson, & Smith 2007). In this way it is more than placing students in groups and expecting them to complete an assignment. Cooperative learning holds every student accountable and creates this interdependence between members of the group. Students are accountable for their actions and the actions of the group.

Many believe that it is the responsibility of the teacher, especially the social studies teacher, to create good, effective citizens. Cooperative learning does just this.

It is an instructional technique that is peculiar among teaching strategies

because of its ability to aid teachers not only with teaching subject matter but also with teaching certain social skills and dispositions that pervade the school curriculum. It is especially pertinent that students in a contemporary democratic society learn not only academic content, but also necessary social skills and dispositions for democratic citizenship. (Schul, 2011 pp.1)

In addition to creating effective citizens, cooperative learning benefits students in a number of other ways. First, cooperative learning can improve retention rates of students (Nagel, 2008). Second, this teaching strategy creates higher reasoning abilities in students and helps them with their ability to generate new ideas and solutions (Nagel, 2008). Lastly, cooperative learning helps with students' self-esteem, time on task, attendance, and motivation (Nagel, 2008).

Not only does cooperative learning benefit students but it will also benefit society. According to Schul (2011), cooperative learning can do three things for students that will translate into a better more effective society. First cooperative learning helps students to develop a concern for others. This means that cooperative learning teaches listening skills. In a good cooperative group environment students have the ability to not only voice their opinions but they can listen to others. This would help society greatly because it would lead to more peaceful confrontations. This is the next thing that cooperative learning can do for society. Confrontations will be more peaceful and in a democracy this is needed. A lot of times we see the government shut down because opposing sides cannot negotiate with each other. Cooperative learning builds skills that help people with differing views get along. Lastly, cooperative learning can help create diverse relationships. There is evidence that cooperative learning can help bridge the gap and get

people of different backgrounds to work together. This would benefit society greatly, people should be able to communicate and have relationships with people of different socioeconomic backgrounds, languages, races, political backgrounds, educations, and religions.

There is not an argument that cooperative learning does not benefit students and in turn society. According to Nagel (2008), most teachers view cooperative learning as a useful strategy for building relationships and promoting a positive climate in the classrooms. Yet many teachers do not use this strategy because teachers teach how they were taught. It goes back to modeling, many social studies teachers were taught how to teach through lectures. That is how most social studies teachers teach and it is how many college professors teach, therefore it makes sense that social studies teachers are simply doing what they were taught.

There are a few elements that need to be met in order for cooperative learning to work and this is where many might find the task overwhelming; they should not. Nagel (2008) cites Kagan (1992) and Huss (2006) when he argues that there are five elements to good cooperative learning. These five elements are “1) Positive Interdependence; 2) Face-to-Face Interaction; 3) Individual and Group Accountability; 4) Interpersonal Skills; 5) Group Processing.” (pp 2-3) Others agree with these, especially individual and group accountability.

Nagel (2008) goes into depth on each one of these five elements. First, positive interdependence has to do with a correlation of learning. When the individual learns, the group learns and vice versa. Face-to-face is a simple concept, students should actually interact with each other and discuss questions. Third, there needs to be individual and

group accountability. Students need to add to the group and need to do their fair share of work in order to get a good grade. Fourth, interpersonal skills, is something students will develop as they work more in groups. Some will bring it to the table but others will need more time. Different students have different comfort levels. This is essential so students can feel comfortable to discuss questions and voice their opinions. Lastly, group processing is essential. Students need to be given a task and have the ability to discuss how they are going to go about solving that task. At first this step is hard for students because they are so used to being told how to do something, but this will change with time.

Some other factors that teachers should focus on when implementing cooperative learning involve the groups themselves. Teachers need to set up heterogeneous groups (Batchelor, 2012). Every student brings a different skill with them and mixing these skills will create the best cooperative work. Next teachers need to establish and build a community. The best way for this to be done is through modeling; teachers should show that every student's opinion and skill is important and then group members will follow (Batchelor, 2012). The final factors that will help implement a successful cooperative learning environment starts with preparing students. Students should be given the opportunity to prepare before having to work with a group (Vaca, Lapp & Fisher, 2011). Next teachers should support students in their groups. They should be encouraged to share new ideas (Vaca, et al., 2011).

It is easy to understand why teachers need to start doing this and what some of the essential elements are but what can teachers actually do in their classroom to start implementing cooperative learning. Its actually very simple and many teachers are

already doing these things without realizing they are cooperative strategies. Some of these strategies include Think-Pair-Share, jigsaw, and reciprocal teaching (Conderman, Bresnahan, & Hedin, 2012). These strategies involve students learning something and discussing it with a partner, group or the whole class. Think-pare-share allows students to find information on a topic, discuss it with a partner, then as a pair share it with the class. The jigsaw strategy allows students to work as a group to find information on a topic. Then each group member goes to a different group to share the information. Reciprocal teaching can be done in pairs, groups or as a class. Students work to summarize a text, generate questions, clarify information, and finally predict what will come next in the text. These are commonly used in classrooms at every level; they just need to be implemented on a more regular, effective basis.

An activity that really promotes cooperative learning is group investigation. This activity has four different characteristics to make it effective.

1. The class is divided into a number of group with each group assigned a different aspect of a general topic;
2. The topics are multifaceted for a meaningful division of labor;
3. There is multilateral communication among the students in the group who have to organize and analyze their topics so they fit with one another in the group structure; and
4. The teacher must adopt an indirect style of classroom leadership, providing direction and clarification. (Schul, 2011 pp. 3)

A good example of this is having students read different parts of a text and analyze it. Then each group takes turns leading the class discussion about their segment of text. It

gets every student involved because there is accountability for both the group and the student (Schul, 2011).

The concept of accountability for the group and for each individual member is the most important aspect of an effective cooperative learning group. Without it students are only engaging in group work, not cooperative learning. “(S)tudent groups are assigned a task for which each member’s contribution is essential for the good of the whole group” (Schul, 2011 pp. 1). Every article that has been cited so far stresses the importance of assessing both the group and the individual. The most common way mentioned was the use of rubrics or charts. Teachers physically move around the classroom and pop into groups to see how everyone is participating and working together. The contribution of each individual is then graded separately. Also students should have an individual task they are responsible for and this can also go towards their grade. The overall completion of the project by the group is what determines the group grade. Every article agreed that there should be this type of accountability for cooperative learning to work to its fullest.

Reading to Learn

Why should teachers promote literacy and reading to learn in the classroom? The answer for social studies teachers comes from Barksdale (2013). He states that good readers know how to make inferences. This means that good readers can take information they already know and make an educated guess about things they do not know. This is incredibly important in social studies classrooms. This ability to critically think about topics and come up with inferences can help student throughout high school and post-secondary school. It helps to make them educated citizens.

Improving literacy in the classroom is not done by simply adding different types of text and assigning more reading. There are specific strategies that should be used in addition to adding a variety of text to the class. The key is to get students interested without them thinking you are simply adding more and more work for them to do for no reason. It is about creating meaningful activities and assignments that connect and enhance the content of the subject that is being taught. The rest of this paper will use the above mentioned resources to explain a couple of different ways to improve literacy in the classroom and a couple reasons why content area teachers, especially social studies teachers, should be worried about improving literacy in the classroom in the first place.

Richardson, Morgan & Fleener (2009) talk about the main things that teachers can do to improve reading in their content area. The most important concept is the idea of PAR or preparation for learning, assistance in learning, and learning through reflection. This is “framework for content reading instruction” (pp 15). The preparation step has to do with building background knowledge and is all about motivating students to read. The assistance step has to do with building comprehension and making sure the students continue to focus on the purpose of reading the text. Lastly, the reflection phase is where students are evaluated and show what they have learned (Richardson et al., 2009).

Preparing students to read is a very important step in improving literacy in the classroom. Students need to activate their prior knowledge before they start reading about a new topic. This will help them remember it easier because it will fit into a schema they already have. Some activities that are highlighted in the preparation stage include concept checks, written previews, and anticipation guides. All of these things will help a teacher gauge a student’s prior knowledge and activate their prior knowledge. Something that can

be done as a class is fact-storming. This is where students work together to come up with as many facts to a topic or answers to a question that they can. It can be taken a step further by having students reflect on and articulate any new information they might have learned (Richardson et al., 2009).

The next step, assisting students, is equally as important. With the assistance step, teachers can assist students in comprehension and learning text structure. Both are needed in order for students to truly understand the text. The first, assisting students with comprehension, has to do with helping students read in class. Teachers should know a student's previous knowledge in order to be able to gauge how much they comprehend when they read. Students need to be aware of this also. They also need to be aware of the learning process and how they, themselves, learn. Using segments of text help students comprehend the material further because it limits the information and it allows students to focus on the important, relevant information. A good activity to assist students with reading comprehension is the directed-reading – thinking activity. This activity divides the text into smaller portions and helps students understand that the knowledge they get from each segment helps in reading the next. There is first a prediction stage where students predict what they think is going to happen and then there is a “what” really happened stage. Students then have a purpose for reading, they need to find out if their predictions are right or not (Richardson et al., 2009).

The next thing that the assistance phase consists of is helping students learn the structure of text. Being able to understand how different texts set sentences and paragraphs will help with a student's ability to comprehend a text. There are five prevalent organizational formations. They are sequential or chronological order, analysis,

cause and effect, comparison and contrast, and analogy. Teaching students how to discern between these five will help them be able to comprehend the text much easier, it is something that should be taught to every student. Organizational charts are a tool to teach text structure while also getting students to comprehend the text. The teacher simply sets up a chart and students fill it in. It is a type of graphic organizer; students will be able to organize the information while beginning to understand the way texts are set up (Richardson et al., 2009).

The final step in the PAR process is the reflection phase. This phase is very important because it is the one that concentrates on creating autonomous learners. It helps develop critical thinking skills, communication skills, critical literacy, problem-solving skills, and the ability to detect propaganda. These are the skills that are needed in the reflection process and these are also the skills that make an autonomous learner. At first students will need help through this phase, but after they come to understand how it works students will be able to complete it without the help of the teacher. For this phase teachers can use a couple of different activities. The first is post-graphic organizers. Students can actually create their own organizers and create them individually. They can then share them with a group to compile the information and then they present to the class. Another activity that can be done during the reflection phase is the About/Point activity. Students come up the main point of the text and give about reasons to support their main point. Students can do this individually or in groups (Richardson et al., 2009).

Another way to promote and improve literacy in the classroom is with the PACT system. PACT stands for Promoting Acceleration of Comprehension and Content Through Text. Sharon Vaughn et. Al (2013) implemented this tactic in a school and the

results were clear, for social studies classrooms the PACT system caused students to outperform those that were not involved in the PACT system. This system not only helps students but it also helps social studies teachers implement the Standards for social studies. These standards focus a lot on literacy and not necessarily a lot on social studies content. The PACT strategy helps social studies teachers enhance their classroom by showing them how to incorporate literacy with social studies content.

PACT is comprised of five different things. “1.) A comprehension canopy that contains a motivational springboard and an overarching issue or question, 2.) Essential words or key vocabulary related to the unit, 3.) Knowledge acquisition (appropriate text-based instruction and reading), 4.) Team-based learning (TBL) comprehension checks, 5.) TBL knowledge application.” (Vaughn et al. 2013, pp. 3). The first part involves checking for background knowledge, it also is where a teacher can connect information in units. The second part is where students acquire the necessary vocabulary for the unit. This can take many forms but one of the best is a vocabulary wall. Students can continue to see the vocabulary the entire unit so they really understand the words. Knowledge acquisition, the third part, has a lot of discussion involved with it. Students need to be actively engaged in discussing the text and through this will have the ability to develop critical thinking skills (Vaughn et al., 2013).

The last two steps have to do with working in teams or cooperative learning. For these steps to work students need to be placed in heterogeneous groups. There needs to be a process in place to make sure students come to class prepared, this may take the form of writing or a brief quiz. After students complete this part individually they then work with their group to do the writing again or take the quiz again. Students are to discuss their

answers and come up with a consensus. This process works best if there is immediate feedback, doing the activity online or having the teacher grade it immediately can work. Next the teacher will clarify any questions that were difficult or any that students did not understand. Finally the teacher follows up with application activities, these are specifically used to enhance a student's learning and ability to think critically (Vaughn et al., 2013).

PACT works to promote literacy because of the TBL (Team Based Learning). Students have to work in teams to discuss the information they have learned through the reading. The discussion is not facilitated by the teacher who does most of the talking. Students learn in smaller groups and that way are able to have more of a voice. Also PACT works because it is fairly easy to implement. There are not any huge changes and teachers can start using the system right away. PACT proves that promoting literacy and improving reading comprehension can be done best in a content classroom. The perk is that while a teacher is improving literacy and comprehension she is also improving the knowledge students have of her content area (Vaughn et al. 2013).

Lastly, Richard Allington and Rachael Gabriel (2012) offer six ways teachers can encourage literacy and reading in their classroom. The first is that students should choose what they read. This has to do with reading motivation, if student have the choice they will be more motivated to read. To do this in a content classroom a teacher should build up their classroom libraries. This takes time but when it is large enough students can pick from there and you know they will be reading something that has to do with the content that you teach.

The next two suggestions are related. First each student should read accurately and second each student should read something they understand. Teacher often shy away from correcting students who make reading mistakes, but this is actually doing them a disservice. If it goes uncorrected it can also be a disservice to other students because they might start thinking that it is alright to read that way. Students who read accurately tend to read more but students who do not read less usually because what they are given is too hard. This leads to the second reason that students need to read something they understand. Instead of having all students read the same things teachers should give different students different texts. This way students will get something at their reading level. Eventually the goal is to get them to increase their reading level but that will not happen if a teacher gives them something hard to read and the student gets frustrated (Allington & Gabriel, 2012).

Suggestions five and six are also connected. First every student should write something personally meaningful. This means that students need to do more than respond to a teachers questions, they need to actual compose something. They should write about something they care about. For example in a social studies classroom students could gather information all year about different sports played throughout history and how historical events influenced sports. This would be more meaningful than asking students to simply respond to a question about a historical event. The fifth step is that students should talk to their peers about what they read or write. Students all learn different things from their reading and writing. Being able to share and discuss these things will only enhance their comprehension of the subject (Allington & Gabriel, 2012).

Lastly, step six is an easy one. Students should listen to a fluent adult read. Students need to be shown what it looks like to be a good reader and most teachers are. So students should have an opportunity to listen to their teacher read aloud. When teachers read aloud they should do so with flare, they should get into the reading. This will help students comprehend the text and the text structure better (Allington & Gabriel, 2012).

Why integrate the two?

Each article that is included in this paper talked about both reading to learn and cooperative learning. Unfortunately they did not specifically give reasons for integrating them. Essentially, this is because integrating the methods is a no brainer. The articles that focused on reading talked about working in teams or groups and the articles that talked about cooperative learning always had a reading component.

These two concepts fits so well together for many reasons but the number one is the fact that what students read needs to be discussed and the best way to do that is in groups. Students need to learn to be able to read something, come to a conclusion or inference and then they need to be able to discuss it. Small groups are the perfect way to do this, students have an audience but they are not so overwhelmed as they could be in a class discussion. An obvious extension of the discussion would be a project, which would be done in cooperative learning groups. By integrating the two methods, students will not only learn the concepts better but they will work together better and be able to make educated inferences about topics.

CHAPTER 3

METHODOLOGY

This chapter will explain the methodology that will be used to complete this project. Each goal will be listed followed by an explanation of the steps and procedures that will be implemented in order to best integrate reading to learn and cooperative learning in the classroom.

STATEMENT OF PROJECT GOALS

Goal 1: Define the standards in the 8th grade U.S. history curriculum that are suitable for integrating cooperative learning and reading to learn strategies and develop a matrix of the strategies used aligned to the content.

In order to complete this goal, a matrix will be created to define the standards.
Both the state standards and the McREL standards will be used because of the detail in the state standards and the school requires McREL. McREL Standards are from the Mid-continent Research for Education and Learning.

Then for specific standards, an example of how reading to learn and cooperative learning will be integrated to meet specific standards. This goal will help set a basic idea of the types of activities that will be done in order to meet the different standards.

Goal 2: Develop at least three unit plans that integrate cooperative learning and reading to learn strategies.

In order to complete this goal, three unit plans using the backwards design method. The following sequence will be completed:

- First identify which standards are appropriate for integrating the strategies. This will be done using the matrix from goal one.
- Define the topic and the essential question and problem questions.
- Define the culminating outcome. This defines what students will complete throughout the unit including the homework, activities, and participation in class.
- Define the assessments required to document what students have learned to the essential content.
- Finally, create the lesson plans for each topic. Each lesson plan will take a different amount of time. Most will take multiple days, an estimate on the amount of days each lesson will take and readjust it when necessary.

Goal 3: Share the project with colleagues.

In order to complete this goal, a 20-30 minute presentation will be developed to explain how reading to learn and cooperative learning are integrated. The presentation will be done during a staff meeting, or a professional development day. In addition, a discussion with the 8th grade students will be done to see what they thought about the activities that we did and how they liked this type of learning.

CHAPTER 4

PROJECT DATA

This chapter consists of the chart of standards that I concentrated on in teaching 8th grade U.S. history. Each standard is linked to a Reading to Learn activity, a Cooperative Learning activity and then an activity where I combined them both. After this chart, are the three unit plans that I developed. The first is about Native Americans, the second is about exploration and colonization, and lastly the third is about the Revolutionary War.

Goal 1: Define the standards in the 8th grade U.S. history curriculum that are suitable for integrating cooperative learning and reading to learn strategies and develop a matrix of the strategies used aligned to the content.

Table 1 contains the social studies standards with the appropriate reading to learn and collaborative learning activities. It also contains integrated activities that were done to cover the different social studies standards for each unit.

Table 1 Social Studies Standards and Activities by Unit			
Standard	Reading to Learn Activity	Cooperative Learning Activity	Integrated Activity
Unit 1			
I understand the economic, social, and cultural influence of location and physical geography on different Native American societies	1491 Reading	Class Discussion Discussion Questions Group Quiz	Native American Journal Project
I can use maps to locate peoples in the desert Southwest, California the Northwest Coast, the Great Plains, the Southeast and the Eastern Woodlands.		Discussion Questions Group Quiz	
I can compare how American Indians in the desert Southwest, California the Northwest Coast, the Great Plains, the Southeast and the Eastern Woodlands adapted to or modified the environment.	1491 Reading	Discussion Questions Group Quiz	Native American Journal Project
I can describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	Native American Legend Reading 1491 Reading	Discussion Questions Group Quiz	
Unit 2			
Identify the motives behind European exploration of the Americas	Columbus Profile Motivation for English Colonization	Discussion Questions Group Quiz	Columbus Primary Source Activity
Describe the differences between Spanish, French, English, and Dutch settlements in the Americas		Discussion Questions Group Quiz	

Explain how European exploration and settlement of the America affected indigenous peoples and West Africans	Willem Kieft Profile	Discussion Questions Group Quiz	Colonial Booth
Compare the Southern colonies, New England Colonies, and the Middle Colonies.		Discussion Questions Group Quiz	Colonial Booth
Understand the emergence of major regional differences in the colonies		Discussion Questions Group Quiz	Colonial Booth
Understands how political, religious, and social institutions emerged in the English colonies		Discussion Questions Group Quiz	Colonial Booth
Understands how political, religious, and social institutions emerged in the English colonies	Social Class in Colonial America Reading	Discussion Questions Group Quiz Class Discussion	Colonial Booth
Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas		Discussion Questions Group Quiz	Colonial Booth
Describe the daily life of people living in the New England, Middle, and Southern colonies.		Discussion Questions Group Quiz	Colonial Booth
Unit 3			
Describe the role of the French and Indian War, how British policy toward the colonies in America changed, and the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre		Discussion Questions Group Quiz Class Discussion	Timeline Project

Explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	George III Profile	Discussion Questions Group Quiz Class Discussion	Timeline Project
Describe the role of the First and Second Continental Congress in unifying the colonies and use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.		Discussion Questions Group Quiz Class Discussion	Music Video Activity Rewording the Declaration of Independence
Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	George Washington Profile	Discussion Questions Group Quiz	Timeline Project
Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.	Religion in Revolutionary America Reading	Discussion Questions Group Quiz Class Discussion	Timeline Project Rewording the Declaration of Independence
Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.	George Washington Profile Joseph Plumb Martin Reading	Discussion Questions Group Quiz	
Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.		Discussion Questions Group Quiz	Timeline Project

Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.		Discussion Questions Group Quiz	
Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).		Discussion Questions Group Quiz	Timeline Project

Goal 2: Develop at least three unit plans that integrate cooperative learning and reading to learn strategies.

The following tables make up the unit plans and individual lesson plans. Table 2.1, 2.3, and 2.7 are the unit overviews. The unit overviews include the standards, topics covered, essential questions, culminating outcomes and assessments/activities. Tables 2.2, 2.4, 2.5, 2.6, 2.8, 2.9 and 2.10 are the individual lesson plans. These lesson plans take about 5-7 days. Each lesson plan consists of the learning sequence/activity, the teacher behaviors, the student behaviors, the materials needed and the teaching strategy used. (i.e. PACT, PAR, Think-Pair-Share, Jigsaw, Reciprocal Teaching, Group Investigation)

Table 2.1 Unit 1 Overview
Unit One: U.S. History – Native Americans Length of Unit – 3 Weeks
1. Content Standards and Benchmarks/Objective U1.1 American Indian Life in the Americas <i>Describe the life of peoples living in North America before European exploration.</i> U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (National Geography Standard 1, p. 144) U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (National Geography Standard 14, p. 171)

U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (National Geography Standard 11, p. 164, C, E)

U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)

U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography Standard 11, p. 164, E)

McREL

Standard 1. Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

Benchmark 6. Understands the economic, social, and cultural influence of location and physical geography on different Native American societies (e.g., Iroquois and Pueblo, Northwest and Southeast societies)

2. Topic

U.S. History

- Native Americans in 8 different cultural regions of the United States

3. Essential Question/Problem Question

EQ – Why were there so many different cultural groups in North America pre-Columbus?

P Q - Which cultural group of Native Americans would have been best equipped to meet the Explorers that came to North America?

4. Culminating Outcome

Students will participate in creating a vocabulary wall and a class discussion. Students will read the text and passages from 1491 and a Native American Legend. Students will complete Study questions, a Native American Journal, a Quiz and a Test. Students will choose what type of processing assignment they will do in order to show how they have met the objectives and answer the essential question. Students will work in their collaborative teams during the chapter and propose a solution to the Problem Question.

Ultimately students will be guided through this unit. This unit I will model how I want students to participate so in future units they know what is expected.

5. Assessment

Students will be assessed in three ways:

1. Class

- a. Class Discussion
- b. Read/Discuss Passage from 1491
- c. Read/Discuss A Native American Legend
- d. Watch America Before Columbus

2. Collaborative Learning Team

- a. Native American Journal
- b. Quiz

- c. Study Question/Notes
- d. Vocabulary Wall
- e. Solve Problem Question

3. Individual

- a. Study Questions/Notes
- b. Watch the Lecture
- c. Processing Assignment
- d. Weekly Journal – Done Every Friday
- e. Unit Test

The following is a lesson plan for the unit.

U.S. History: Native Americans

Lesson One

Objectives:

1. Understand the economic, social, and cultural influence of location and physical geography on different Native American societies
2. Use maps to locate peoples in the desert Southwest, California the Northwest Coast, the Great Plains, the Southeast and the Eastern Woodlands.
3. Compare how American Indians in the desert Southwest, California the Northwest Coast, the Great Plains, the Southeast and the Eastern Woodlands adapted to or modified the environment.
4. Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

Materials:

- Textbook/Binder/Elite devices
- Unit 1 Cover Page
- Transparency 1A
- Preview Prompt
- Vocabulary Wall Directions
- Essential Question/Study Questions
- Problem Solving Questions
- “America Before Columbus”
- “1491” – Part I
- “Native American Tales and Legends”
- Journal Project Directions
- Placards 1A-1H
- Construction paper/lined paper
- Quiz One

- Unit one assessment
- Journals

Table 2.2 Lesson Plan				
Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Unit Introduction and Group Assignment	Hand out Unit 1 Cover page. Go over the objectives, the essential question and the problem question with students. Then go over the things students will complete for this unit. Finally help students brainstorm ideas of things they could do for the processing part. (This is the first Unit, eventually students will do this on their own) Then based on what students are doing for the processing split students into 4 groups. (Usually done based on the problem question/book they choose to read)	Listen actively, take down notes, ask questions, help brainstorm processing ideas and finally choose one. Move to assigned group	Unit 1 cover page	PACT – Comprehension Canopy
Preview	Project Transparency 1A and have students work in their table groups to complete the preview prompt.	Work with your group to complete the prompt	Trans. 1A Preview Prompt	PAR - Preparation
Essential Question	Post the essential question on the board. Have students write an answer themselves then discuss it with their group. Finally come together and discuss it as a class. Point out the Problem Solving question again and tell students that they will be solving it as a group towards the end of the unit. Direct them to a resource list on RenWeb and explain they can use other resources too.	Write an answer to the question. Discuss with your group and with the class. Ask questions about the problem question.	Essential Question, smartboard	PAR - Preparation
Vocabulary Wall	Assign each group a number of the key terms from the list on the cover sheet. Each	Work with your group to complete your	Vocabulary wall directions	PACT – Key Vocabulary

	group is responsible for defining these words. Review the directions for the vocabulary wall. Allow students time to work. Walk around and check to make sure students are working and answer any questions they have.	portion of the vocabulary wall.	Construction paper Elite Device Dictionary	
Group Reading	As a class read a tale/myth from 'Native American tales and Legends'. When finished discuss the meaning of the tale/myth. Next as a class you will read a passage from 1491. Students will take turns reading and as a class we will mark up/highlight important facts about the text.	listen and participate in the readings. Participate in the discussion and highlighting information	'Native American tales and Legends' "1491"	PAR – Assistance Think – Pair-Share
Study Questions 1	Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework. Give students some time in class to compile their answers into one document. Check to make sure that everyone has done their assignments.	Work individually to complete the questions. Work with your group to create one document of answers to turn in.	Study Questions 1	PACT – Knowledge Acquisition TBL Comprehension Check
Quiz 1	Students will work as a group to complete the quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.	Work with your group to complete the quiz	Unit 1 Quiz	PACT – TBL comprehension check
America Before Columbus	Play "America Before Columbus" Have students jot down quick answers to the discussion questions. When the video is finished have students work with their groups to answer the questions in complete sentences	Watch "America Before Columbus" Jot down quick answers Work with your group in a positive manner	"America Before Columbus" Discussion Questions	PACT - Knowledge Acquisition

Native American Journal Project	Review the directions of the project. Students will work with their groups to pick the cultural group they think would have been most equipped to meet the explorers. They will then do further research on this cultural region. Each student will be responsible for a Journal entry in their Native American Journal	Ask questions, work with your group, write a journal entry from the perspective of a Native American from your groups cultural region	Journal Project Directions Resource List Lined Paper Construction Paper Placards 1A-1H	PAR – Learning through reflection Pact – TBL Knowledge application Jigsaw
Group Problem Solving	Explain to students that they will take the information they learned from creating the journals and discuss problem solving question to prepare for the class discussion.	Listen and ask clarifying questions Discuss with your group	Elite Devices	PAR – Learning through reflection
Class Discussion	Guide the class in a group discussion exploring the Problem Question. Have prodding questions ready. Let students do most of the talking. Keep students on the right track.	Participate in the class discussion in a positive manner.		Think-Pair-Share Group Investigation
Processing	Allow students some time in class to work on the processing assignment they decided to complete. Work with them to make sure they are doing the best work they are capable of. Review that students can meet all the objectives and have successfully answered the essential question in their processing assignment	Work individually on your processing assignment	Unit 1 Cover Page	
Unit 1 Assessment	Have students complete Unit 1 assessment individually	Complete Unit 1 assessment, remain quiet until all tests have been turned in, read or find other work to work on	Unit 1 assessment	

Table 2.3 Unit 2 Overview

**Unit Two: U.S. History – Exploration and Colonization
4 Weeks Long**

1. Content Standards and Benchmarks/Objective

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.

U2.1.1 Describe significant developments in the Southern colonies, including

- Patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- Establishment of Jamestown
- Development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
- Relationships with American Indians (e.g., Powhatan)
- Development of colonial representative assemblies (House of Burgesses)
- Development of slavery

U2.1.2 Describe significant developments in the New England colonies, including

- Patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- Relations with American Indians (e.g., Pequot/King Phillip’s War)
- Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- The development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
- Religious tensions in Massachusetts that led to the establishment of other colonies in New England

U2.1.3 Describe significant developments in the Middle Colonies, including

- Patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)
- The growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156)
- The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
- Immigration patterns leading to ethnic diversity in the Middle Colonies

U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

U2.3.1 Locate the New England, Middle, and Southern colonies on a map.

U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.

U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).

U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).

U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

McREL

Standard 3. Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean

Benchmark 1. Understands the cultural and environmental impacts of European settlement in North America (e.g., friendly and conflictory relations between English, French, Spanish, and Dutch settlers and Native Americans; how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies; the impact of the fur trade on the environment)

Benchmark 2. Understands the events that culminated in the English victory over the French in the Seven Years War, and why the war and its outcomes were significant

Standard 4. Understands how political, religious, and social institutions emerged in the English colonies

Benchmark 1. Understands ideas that influenced religious and political aspects of colonial America (e.g., how the growth of individualism contributed to participatory government, challenged inherited ideas of hierarchy, and affected the ideal of community; whether political rights in colonial society reflected democratic ideas; how Benjamin Franklin's thirteen virtues in his Autobiography compare to Puritan ideas and values)

Benchmark 2. Understands the concepts that contributed to the "rights of Englishmen" (e.g., as found in the Magna Carta, English Common law, the English Bill of Rights [1689])

Benchmark 3. Understands the impact of the English Civil War and the Glorious Revolution on the colonies

Benchmark 4. Understands how political, social, and economic tensions led to violent conflicts between the colonists and their governments

Benchmark 5. Understands the role of religion in the English colonies (e.g., the evolution of religious freedom, treatment of religious dissenters such as Anne Hutchison, the concept of the separation of church and state)

Benchmark 6. Understands how family and gender roles of different regions of colonial America changed across time (1600-1700)

Standard 5. Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas

Benchmark 1. Understands mercantilism and how it influenced patterns of economic activity (e.g., the advantages and disadvantages of mercantilism for the mother country and its colonies; the value of the regions that produced sugar, rice, tobacco, timber, coffee, grains, fish and minerals to the mother country)

<p>Benchmark 2. Understands the environmental and legislative impacts on economic growth in different regions of the English colonies (e.g., the connection between the Navigation Acts and mercantilism; the influence of climate, land fertility, water resources, access to markets)</p> <p>Benchmark 3. Understands patterns of indentured servitude and influences on slavery (e.g. why indentured servitude was prevalent in the mid-Atlantic, Chesapeake, and southern colonies; the Virginia and Massachusetts’ laws that institutionalized slavery)</p> <p>Benchmark 4. Understands the social, cultural, and political events that shaped African slavery in colonial America</p>
<p>2. Topic U.S. History</p> <ul style="list-style-type: none"> • European Exploration and settlement in America • New England, Middle and Southern Colonies • How life was in the American Colonies
<p>3. Essential Question/Problem Question</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Many of the early settlers felt that God had "paved the way" for their being here. What evidence did they find here that supported that feeling? • What were the main differences between the Southern, New England, and Middle Colonies? • What were the prevailing attitudes and behaviors exhibited by the European settlers toward the Native American population? • How did the economic situation in the Americas cause the need for Slavery? <p>Problem Question - What was the role of religion in the early colonies? To what extent is it accurate to say that religion was the reason for there being colonies in the first place as has been so often maintained?</p>
<p>4. Culminating Outcome</p> <p>Students will participate in creating a vocabulary wall and a class discussion. Students will read multiple type of text including primary sources and a chapter book. Students will complete Study questions, 3 Quizzes and a Unit Test. Students will choose what type of processing assignment they will do in order to show how they have met the objectives and answer the essential question. Students will work in their collaborative teams during the chapter and propose a solution to the Problem Question. From all this students will gather information that they will use to create their colony booth will cover the objectives that students should have learned in this unit.</p>
<p>5. Assessment</p> <p>1. Class</p> <ol style="list-style-type: none"> a. Class Discussion b. Read/Discuss Profile about Columbus (Profiles in Audacity) c. Read/Discuss Profile about Governor Willem Kieft (Profiles in Folly) d. Read/Discuss The 13 Colonies: A New Life in a New World! <ol style="list-style-type: none"> a. Colonial Women b. Colonial Fashion e. Watch Crash Course History Videos 1-4 f. Primary Source Activities

2. Collaborative Learning Team
 - a. Colony Booth
 - b. 3 Quizzes
 - c. Study Questions/Notes
 - d. Vocabulary Wall
 - e. Answer to Problem Question
 - f. Chapter Book Discussion and Presentation

3. Individual
 - a. Watch Crash Course History Videos 1-4
 - b. Study Questions/Notes
 - c. Processing Assignment
 - d. Weekly Journal – Done Every Friday
 - e. Unit Test

Lesson One for unit two follows:

U.S. History: Exploration and Colonization

Lesson One – European Expansion into the Americas

Objectives:

1. Identify the motives behind European exploration of the Americas
2. Describe the differences between Spanish, French, English, and Dutch settlements in the Americas
3. Explain how European exploration and settlement of the America affected indigenous peoples and West Africans

Materials:

- Textbooks/Binders/SmartBoard/Elite Device
- Student handouts 2A & 2B
- Sticky notes in 4 different colors
- Preview Chart
- 6 chapter books: Cate of the Lost Colony, 1609: Winter of the Dead: A Novel of the Founding of Jamestown, Look to the Hills: The Diary of Lozette Moreau, a French Slave Girl, New York Colony 1763, The Crimson Cap, A Break with Charity: A Story about the Salem Witch Trials, Blood on the River: James Town, 1607
- Essential Questions
- Vocabulary wall directions (students should already have)
- Construction paper
- Dictionary

- Profiles in Audacity – Christopher Columbus
- Profiles in Folly – Willem Kieft
- Study Questions Part 1
- Crash Course U.S. History Videos – Youtube
- Unit 2-1 Quiz
- Colony Booth Directions
- Lesson Guide 1 pg. 16-35
- Journal

Table 2.4 Lesson Plan				
Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Unit Introduction and Group Assignment	Hand out Unit 2 Cover page. Go over the objectives, the essential question and the problem question with students. Then go over the things students will complete for this unit. Have the six different chapter books available to be read for this unit posted around the room. Allow students to circle the room reading the description of the books. Have students Write the books in order (1-6) based on the one they would most like to read. Give students time throughout the unit to work on their book assignment. For homework have student fill out how they will show that they have met the objectives. (Processing assignment)	With the class review the Unit 2 Cover page. Look at the books and read the descriptions. Complete your list of the ones you would like to read. Describe what you would like to do for the processing assignment.	Unit 2 cover page The 6 chapter books Book Assignment	PACT – Comprehension Canopy
Preview	Before class create 4 stacks of different colored sticky notes. (30, 8, 7, 1) Introduce the activity. Have each group submit a proposal for a new class	Participate with your group by following the directions and placing sticky notes	Sticky Notes SH 2A & 2B Preview Chart	PAR - Preparation

	<p>configuration. Pass Student handout 2A to 1 group and pass out Student handout 2B to the other 3 groups. Tell students to follow the directions. Give SH 2A to an appropriate group.</p> <p>Allow groups to start claiming furniture. As groups finish handout the sticky notes. (the most goes to the first group to finish)</p> <p>Debrief the preview activity by asking how did you feel during this activity? Why did you compete with the other groups to claim the furniture? What were your feelings toward the first group that claimed the furniture? Do you think it was fair that the first group was allowed to claim more furniture = than the other groups? Why or why not? Have students complete the Preview 2 Chart. Complete as a class.</p>	around the room claiming furniture.		
Essential Question	<p>Post essential question 1 on the board. Have students write an answer themselves then discuss it with their group. Finally come together and discuss it as a class. Point out the Problem Solving question again and tell students that they will be solving it as a group towards the end of the unit. Direct them to a resource list on Renweb and explain they can use other resources too.</p>	Write an answer to the question. Discuss with your group and with the class. Ask questions about the problem question.	Essential Question, smartboard	<p>PAR – Preparation</p> <p>PACT – Comprehension canopy</p>
Vocabulary Wall	Assign each group a number of the key terms from the list on the cover sheet. Each group is responsible for	Work with your group to complete your portion of the vocabulary wall.	Vocabulary wall directions Construction paper	PACT – Key Vocabulary

	<p>defining these words. Review the directions for the vocabulary wall. Allow students time to work. While students are working, circle the room discussing what students will be doing for their processing assignment.</p>		Textbook Elite Device Dictionary	
Class Reading - Columbus Class Reading Continued - Columbus	<p>As a class read the profile about Columbus. Have students highlight facts while reading. Discuss these facts. Next have students read ‘A letter from Christopher Columbus’ on Page 427 in their text. Have students answer the questions with their group.</p>	<p>Participate in reading the passages Highlight facts and participate in discussing them. Answer the questions about the Columbus letter</p>	<p>‘Profiles in Audacity’ Textbook pg. 427</p>	<p>PAR – Assistance Think – Pair-Share</p>
Crash Course History	<p>As a class watch Crash Course U.S. History Videos 1 and 2 and complete the questions. When finished review answers</p>	<p>Watch Crash Course videos and answer questions</p>	<p>Crash Course U.S. HST videos 1 & 2</p>	<p>PACT – Knowledge Acquisition Think-Pair-Share</p>
Study Questions 1	<p>Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework. Give students some time in class to compile their answers into one document. Check to make sure that everyone has done their assignments.</p>	<p>Work individually to complete the questions. Work with your group to create one document of answers to turn in.</p>	<p>Study Questions 1</p>	<p>PACT – Knowledge Acquisition TBL comprehension check</p>
Quiz 1	<p>Students will work as a group to complete the 1st quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.</p>	<p>Work with your group to complete the quiz</p>	<p>Unit 2-1 Quiz</p>	<p>PACT – TBL Comprehension Check</p>
Colony Booth Project	<p>Review the directions of the project.</p>	<p>Ask questions Work with your partner</p>	<p>Colonial Booth directions</p>	<p>Pact – TBL Knowledge application</p>

Preparation	<p>Students will be split into partners for this project. These partners will be different from their table groups.</p> <p>Explain to students that they will get some in class time to work on this project over the next couple weeks.</p> <p>Have students start on the first part of the project</p>	Start on the first part of the project		Group Investigation Jigsaw
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U.S. History: Exploration and Colonization
Lesson Two - English Colonies

Objectives:

1. Compare the Southern colonies, New England Colonies, and the Middle Colonies.
2. Understand the emergence of major regional differences in the colonies
3. Understands how political, religious, and social institutions emerged in the English colonies

Materials:

- Textbook/workbook/Elite Pads/Smartboard
- Transparency 3
- Preview 2-2 handout
- Essential Question 2
- ‘Investigating Primary sources, Motivation for English Colonization’ on Digital History
- Profiles in Folly - Willem Kieft
- Study Questions Part 2
- 2-2 Quiz
- Colony Booth Direction (Students should already have this)
- Journals

Table 2.5 Lesson Plan				
Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Preview	Project Transparency 3 and have students answer the preview 2-2 Questions. When finished have students discuss the answers in their groups and finally as a class.	Work with your group to complete the prompt	Trans. 3 Preview 2-2	PACT – Preparation
Essential Question	Post essential question 2 on the board. Have students write an answer themselves then discuss it with their group. Finally come together and discuss it as a class. Remind students about the Problem Solving question and the resource list on RenWeb.	Write an answer to the question. Discuss with your group and with the class. Ask questions about the problem question.	Essential Question, smartboard	PAR – Preparation PACT – Comprehension canopy
Investigating Primary Sources	Have students use their elite pads to log onto Renweb. Have them click on the ‘Investigating Primary sources, Motivation for English Colonization’ resource. This will take them to the Digital History Investigating Primary sources. As a class read the primary sources. Have students work in their groups to answer the questions.	Participate in reading the primary sources. Work with your group to discuss the questions. Answer the questions.	Motivation for English Colonization Elite Pads	PAR – Assistance Reflection PACT – Knowledge acquisition
Class Reading – Willem Kieft	As a class read the profile about Willem Kieft. Have students highlight facts while reading. Discuss these facts.	Participate in reading the passages Highlight facts and participate in discussing them.	‘Profiles in Folly’	PAR – Assistance Reflection PACT – Knowledge Acquisition

Crash Course History	As a class watch Crash Course U.S. History Videos 3 and 4 and complete the questions. When finished review the answers	Watch Crash Course History Videos 3 and 4 and answer the questions	CC U.S. HST videos 3 & 4	PAR – Knowledge Acquisition Think – Pair-Share
Study Questions 2	Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework. Give students some time in class to compile their answers into one document. Check to make sure that everyone has done their assignment.	Work individually to complete the questions. Work with your group to create one document of answers to turn in.	Study Questions 2 CC U.S History Videos	PACT – Knowledge Acquisition TBL Comprehension Check
Quiz 2	Students will work as a group to complete the 2 nd quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.	Work with your group to complete the quiz	Unit 2-2 Quiz	PACT – TBL comprehension check
Colony Booth Project Preparation	Review the directions of the project specifically part 2. Have students work with their partners to start on the second part of the project	Ask questions Work with your partner Start on the second part of the project	Colonial Booth directions	Pact – TBL Knowledge application Group Investigation Jigsaw

U.S. History: Exploration and Colonization
Lesson Three – Colonial Life

Objectives:

1. Understands how political, religious, and social institutions emerged in the English colonies
2. Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas
3. Describe the daily life of people living in the New England, Middle, and Southern colonies.

Materials:

- Textbook/workbook/elite pad/SmartBoard
- Preview 2-3
- Essential Questions 3 & 4
- Placards 4A-4K
- Study Questions part 3
- ‘The 13 Colonies: A New Life in a New World!’
 - Colonial Women
 - Colonial Fashion
- Unit 2-3 Quiz
- Colonial booth Directions
- Trifold Posters
- Unit 2 Test
- LG 1 pg. 52-63
- Journals

Table 2.6 Lesson Plan				
Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Preview	Hand out Preview 2-3 Have students work individually to complete the True or False Quiz. When finished discuss the answers as a class.	Work individually to complete the preview. Participate in discussing as a class.	Preview 2-3	PACT – Preparation
Essential Question	Post essential questions 3 & 4 on the board. Have students write an answer for each by themselves then discuss it with their group. Finally come together and discuss it as a class. Remind students	Write an answer to the question. Discuss with your group and with the class. Ask	Essential Question 3 & 4 smartboard	PAR – Preparation PACT – Comprehension canopy

	about the Problem Solving question and the resource list on Renweb.	questions about the problem question.		
Investigating Primary Sources	Have students use their elite pads to log onto Renweb. Have them click on the ‘Investigating Primary sources, Social Class in Colonial America’ resource. This will take them to the Digital History Investigating Primary sources. As a class read the primary sources. Have students work in their groups or individually to answer the questions. (Questions may be done for homework.)	Log onto Renweb and find the right resource. Participate in reading the primary sources Work with your group or individually to answer the questions	Elite Pads	PAR – Assistance Reflection PACT – Knowledge acquisition Think-Pair-Share
Group Reading	As a class read ‘The 13 Colonies: A New Life in a New World!’ - Colonial Women and Colonial Fashion. If time allows have students create the Tricorn hats as an assignment.	With the class and your group read about colonial women and colonial fashion.	‘The 13 Colonies: A New Life in a New World!’ Colonial Women Colonial Fashion	PAR – Assistance Reflection PACT – Knowledge Acquisition
Study Questions 3	Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework. Give students some time in class to compile their answers into one document. Check to make sure that everyone has done their assignments.	Work individually to complete the questions. Work with your group to create one document of answers to turn in.	Placards 4A-4K Study Questions 3	PAR – Knowledge Acquisition Think – Pair-Share
Quiz 3	Students will work as a group to complete the 3rd quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.	Work with your group to complete the quiz	Unit 2-3 Quiz	PACT – TBL Comprehension Check
Processing	Allow students some time in class to work on the processing assignment they decided to complete. Work with them to make sure they are doing the best work they are capable of.	Work individually on your processing assignment	Unit 2 Cover Page	

	Review that students can meet all the objectives and have successfully answered the essential question in their processing assignment			
Colonial Booth Project	Review the directions of the project. Students should have information gathered about the colony that they are doing a booth on. Students should use this information to create their colonial booth. Students should complete part 3 and then assemble their booth.	Work with your group to complete step 3 Create your colonial fair booth	Colonial booth Directions Trifold	Pact – TBL Knowledge application Group Investigation Jigsaw
Group Problem Solving Question	Explain to students that they will take the information they learned from creating the unit to answer the problem solving question. Students should come up with a list of facts that answer the questions to be prepared for tomorrow.	Listen and ask clarifying questions Work with your group Present your findings	Elite Devices Study Questions	PACT – Reflection
Class Discussion	Guide the class in a group discussion exploring the Problem Question. Have prodding questions ready. Let students do most of the talking. Keep students on the right track.	Participate in the class discussion in a positive manner.		Think-Pair-Share Group Investigation
Book Presentation	Have groups present their book assignments. Students will have picked from 3 different assignments or made up their own to do.	Work with your group to present your book.		PACT – Comprehension canopy
Unit 2 Review	As a class review for the Unit test. Review the questions on the test, explain what is on the test. Allow students time to ask questions.	Ask questions Answer questions. Participate in the review		
Unit 2 Assessment	Have students complete Unit 2 assessment individually	Complete Unit 2 assessment, remain quiet until all tests have been turned in, read or find other work to work on	Unit 2 assessment	

Table 2.7 Unit 3 Overview

Unit Three: U.S. History – Independence 4 Weeks
<p>1. Content Standards and Benchmarks/Objective</p> <p>U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 - 1800)</p> <p>U3.1 Causes of the American Revolution <i>Identify the major political, economic, and ideological reasons for the American Revolution.</i></p> <p>U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)</p> <p>U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p> <p>U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)</p> <p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)</p> <p>U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p> <p>F1.3 Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none">• birth of an independent republican government (C2)• creation of Articles of Confederation (C2)• changing views on freedom and equality (C2)• and concerns over distribution of power within governments, between government and the governed, and among people (C2) <p>U3.2 The American Revolution and Its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p>U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.</p> <p>U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the</p>

American Revolution.

U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

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Standard 6. Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory

Benchmark 1. Understands how political, ideological, and religious ideas joined economic interests to bring about the "shot heard round the world" (e.g., leaders of resistance to imperial policy; the English tax on the colonists to help pay for the Seven Years War; the interests and positions of different economic groups, such as northern merchants, southern rice and tobacco planters, yeoman farmers, and urban artisans)

Benchmark 2. Understands contradictions between the Declaration of Independence and the institution of chattel slavery

Standard 7. Understands the impact of the American Revolution on politics, economy, and society

Benchmark 1. Understands political and economic issues addressed by the Continental Congress (e.g., the accomplishments and failures of the Continental Congress, the Northwest Ordinance of 1787, revolutionary war debt, the dispute over the sale of western lands)

Benchmark 2. Understands how the ideals of the American Revolution influenced the goals of various groups of people during and after the war (e.g., African Americans, Native Americans, Loyalists, women, young people)

2. Topic

U.S. History

- The events that led the Colonist towards declaring Independence
- The Declaration of Independence
- The Revolutionary War

3. Essential Question/Problem Question

Essential Questions

1. Did Great Britain lose more than it gained from its victory in the French and Indian War?
2. Was the American War for Independence inevitable?
3. Did the Declaration of Independence establish the foundation of American government?
4. Was the American Revolution a "radical" revolution?

Problem Question -

Were the Colonists justified in declaring Independence from Great Britain?

4. Culminating Outcome

Students will participate in creating a vocabulary wall and a class discussion. In addition students will participate in a debate about independence. Students will read multiple type of text including primary sources and a chapter book. Students will complete Study questions, 3 Quizzes and a Unit Test. Students will choose what type of processing assignment they will do in order to show how they have met the objectives and answer the essential question. Students will work in their collaborative teams during the chapter and propose a solution to the Problem Question. The culminating assignment for this chapter is a timeline about the Revolutionary War.

5. Assessment

4. Class

- g. Class Discussion
- h. Read/Discuss Profile about George Washington (Profiles in Audacity)
- i. Read/Discuss Profile about George III of England (Profiles in Folly)
- j. Watch Crash Course History Videos 5-7
- k. Primary Source Activities
- l. Music Activity

5. Collaborative Learning Team

- g. Revolutionary War Timeline
- h. 3 Quizzes
- i. Study Questions/Notes
- j. Vocabulary Wall
- k. Answer to Problem Question
- l. Chapter Book Discussion and Presentation (Presentation done at the end of next unit)

6. Individual

- f. Study Questions/Notes
- g. Processing Assignment
- h. Weekly Journal – Done Every Friday
- i. Read a chapter book about the Revolutionary War
- j. Unit Test

U.S. History: Exploration and Colonization
Lesson One – Toward Independence

Objectives:

1. Describe the role of the French and Indian War, how British policy toward the colonies in America changed, and the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre
2. Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
3. Describe the role of the First and Second Continental Congress in unifying the colonies and use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

Materials:

- Textbooks (ch.5)/Binders/SmartBoard/Elite Device
- Unit 3 Cover Sheet
- 6 chapter books: My brother Sam is Dead, Just Jane: A Daughter of England Caught in the Struggle of the American Revolution, Freedom’s Fire, The Year of the Hangman, Spy!, The Fifth of March: A story of the Boston Massacre
- Essential Question 3-1
- Vocabulary wall directions (students should already have)
- Construction paper/Markers
- Dictionary
- Study Questions 3-1
- Profiles in Folly – George III of England
- Crash Course U.S. History Videos 5 & 6 – Youtube
- Crash Course U.S. History questions 5 & 6
- Student Handout 5
- Unit 3-1 Quiz
- Timeline Directions
- Journal

Table 2.8 Lesson Plan				
Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Unit Introduction	Hand out Unit 3 Cover page. Go over the objectives, the essential question and the	With the class review the Unit 3 Cover page.	Unit 2 cover page	PACT – Comprehension Canopy

and Group Assignment	<p>problem question with students. Then go over the things students will complete for this unit.</p> <p>Have the six different chapter books available to be read for this unit posted around the room. Allow students to circle the room reading the description of the books. Have students Write the books in order (1-6) based on the one they would most like to read. Explain to students that the book presentation will not be due until the middle of Unit 4. For homework have student fill out how they will show that they have met the objectives. (Processing assignment)</p>	<p>Look at the books and read the descriptions. Complete your list of the ones you would like to read. Describe what you would like to do for the processing assignment.</p>	The 6 chapter books Book Assignment	
Preview	For the preview have students watch Crash Course History videos 5 & 6. Have students answer the questions while watching the videos. When finished review the answers	Watch the videos and answer the questions. Participate in reviewing the answers.	Crash Course History videos and questions 5 & 6	PAR - Preparation
Essential Question	Post essential question 1 on the board. Have students write an answer themselves then discuss it with their group. Finally come together and discuss it as a class. Point out the Problem Solving question again and tell students that they will be solving it as a group towards the end of the unit. Direct them to a resource list on Renweb and explain they can use other resources too.	Write an answer to the question. Discuss with your group and with the class. Ask questions about the problem question.	Essential Question, smartboard	PAR – Preparation PACT – Comprehension canopy
Vocabulary Wall	Assign each group a number of the key terms from the list on the cover sheet. Each group is responsible for defining these words. Review the	Work with your group to complete your portion of the vocabulary wall.	Vocabulary wall directions Construction paper	PACT – Key Vocabulary

	<p>directions for the vocabulary wall. Allow students time to work.</p> <p>While students are working, circle the room discussing what students will be doing for their processing assignment.</p>		Textbook Elite Device Dictionary	
Class Reading – George III of England	As a class read the profile about George III of England. Have students highlight facts while reading. Discuss these facts.	Participate in reading the passages Highlight facts and participate in discussing them.	‘Profiles in Folly’	PAR – Assistance Think – Pair-Share
Primary Source Activity	Have students turn to page 430 in their textbook. As a class read the excerpt from Common sense. Then in their groups have students complete the pamphlet assignment. Students will be creating the cover and back cover for Common Sense.	Participate in reading Participate with your group complete the assignment	Textbook Markers	PACT – Knowledge Acquisition Think-Pair-Share
Study Questions 1	<p>Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework.</p> <p>Give students some time, 25-30 minutes, in class to compile their answers into one document. Check to make sure that everyone has done their assignments.</p>	Work individually to complete the questions. Work with your group to create one document of answers to turn in.	Study Questions 3-1	PACT – Knowledge Acquisition TBL comprehension check
Debate	<p>Allow students one day to prepare for the Debate over Independence. Use the materials from Student Handout 5. Explain the directions to students.</p> <p>The next day hold the debate. Students should have talking points but be ready to ask questions and prod them.</p>	Prepare for the debate Participate in the debate in a positive manner	Student handout 5	PACT – Knowledge Acquisition Reciprocal teaching

Quiz 1	Students will work as a group to complete the 1st quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.	Work with your group to complete the quiz	Unit 3-1 Quiz	PACT – TBL Comprehension Check
Timeline Project Part 1	Review the directions of the project. Students will be working in groups of three for this project. For part one they should start gathering dates and information about the events that led to the Revolutionary War.	Ask questions Work with your group Start on the first part of the project	Timeline Project directions	Pact – TBL Knowledge application Group Investigation Jigsaw

U.S. History: Exploration and Colonization
Lesson Two – The Declaration of Independence

Objectives:

1. Explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
2. Describe the role of the First and Second Continental Congress in unifying the colonies and use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.
3. Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
4. Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

Materials:

- Textbook (Ch. 6)/workbook/Elite Pads/Smartboard
- Preview 3-2 assignment
- Essential Questions 2 and 3
- Study Questions Part 2
- Activity Notes 3-2
- Digital History – Religion in Revolutionary America

- “It’s Too Late to Apologize: A Declaration” Video
- Frayer Graphic Organizer 3-2
- 3-2 Quiz
- Timeline Directions (Students should already have this)
- Journals

Table 2.9 Lesson Plan				
Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Preview	Project on the board the Preview assignment In a short paragraph, explain the phrase “It was the last straw” Describe a situation in which this statement was true for you	Work with your group to complete the prompt	Preview 3-2	PACT – Preparation
Essential Question	Post essential questions 2 and 3 on the board. Have students write an answer themselves then discuss it with their group. Finally come together and discuss it as a class. Remind students about the Problem Solving question and the resource list on RenWeb.	Write an answer to the question. Discuss with your group and with the class. Ask questions about the problem question.	Essential Questions 2 and 3, smartboard	PAR – Preparation PACT – Comprehension canopy
Class Reading – Religion in Revolutionary America	As a class read about religion in Revolutionary America. Have students answer the review questions after reading. When finished review the answers as a class.	Participate in reading about religion in Revolutionary America. Participate in reviewing the answers	Digital History handout Religion in Revolutionary America	PAR – Assistance Reflection PACT – Knowledge acquisition

Music Video Activity	Play “It’s too Late to Apologize: A Declaration” have students work to fill in the Frayer Graphic organizer about why the colonists declared independence. When finished discuss the answers.	Watch the video Work with your group to fill in the Frayer graphic organizer Participate in discussing the answers	Frayer Graphic Organizer “It’s too late to apologize: A declaration” video	Think-Pair-Share PACT – Knowledge Acquisition
Primary Source Activity	Students will be working to rephrase the declaration of Independence into simple language. Students will do this in their groups. Give students Activity Notes 3-2. Students may need two days for this. When finished review their answers.	Work with your group to rephrase the Declaration of Independence. Participate in reviewing answers	Activity Notes 3-2	PAR – Knowledge Acquisition Jigsaw
Study Questions 2	Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework. Give students some time in class to compile their answers into one document. Check to make sure that everyone has done their assignment.	Work individually to complete the questions. Work with your group to create one document of answers to turn in.	Study Questions 2	PACT – Knowledge Acquisition TBL Comprehension Check
Quiz 2	Students will work as a group to complete the 2 nd quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.	Work with your group to complete the quiz	Unit 3-2 Quiz	PACT – TBL comprehension check

Timeline Project	Review the directions of the project For part 2 they should still be gathering dates and information about the events that led to the Revolutionary War.	Ask questions Work with your partner Start on the second part of the project	Timeline directions	Pact – TBL Knowledge application Group Investigation
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U.S. History: Exploration and Colonization
Lesson Three – The American Revolution

Objectives:

1. Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.
2. Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
3. Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
4. Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

Materials:

- Textbook (Ch. 7)/workbook/elite pad/SmartBoard
- Preview 3-3
- Essential Question 4
- Crash Course History Video 7
- Crash Course History Video 7 Questions
- Profiles in Audacity – George Washington
- Study Questions part 3
- Unit 3-3 Quiz
- Timeline Directions
- Poster Board
- Unit 3 Test
- Journals

Learning Sequence	Teacher Behaviors	Student Behaviors	Materials	Teaching Strategy
Preview	For the preview have students watch Crash Course History videos 7. Have students answer the questions while watching the videos. When finished review the answers	Watch the videos and answer the questions. Participate in reviewing the answers.	Crash Course History videos and questions 7	PACT – Preparation
Essential Question	Post essential question 4 on the board. Have students write an answer for each by themselves then discuss it with their group. Finally come together and discuss it as a class. Remind students about the Problem Solving question and the resource list on Renweb.	Write an answer to the question. Discuss with your group and with the class. Ask questions about the problem question.	Essential Question 4 smartboard	PAR – Preparation PACT – Comprehension canopy
Primary Source	Have students turn to page 432 in their text. Read as a class the account of Joseph Plumb Martin, a soldier in the Revolutionary War. Then have students write their own journal entry from the point of view of a soldier about any of the battles that we discussed.	Participate in reading the primary source Work individually to write a journal entry.	Textbook Elitepad or paper	PAR – Assistance Reflection PACT – Knowledge acquisition Think-Pair-Share
Class Reading – George Washington	As a class read the profile about George Washington. Have students highlight facts while reading. Discuss these facts.	Participate in reading the passages Highlight facts and participate in discussing them.	‘Profiles in Audacity’	PAR – Assistance Reflection PACT – Knowledge Acquisition
Study Questions 3	Give students study questions 4-5 class periods ahead of time. Have students work on them throughout the week as homework.	Work individually to complete the questions. Work with your group to create one	Study Questions 3	PAR – Knowledge Acquisition Think – Pair-Share

	Give students some time in class to compile their answers into one document. Check to make sure that everyone has done their assignments.	document of answers to turn in.		
Quiz 3	Students will work as a group to complete the 3rd quiz for this unit. Students can discuss the questions but should not use their book or notes to answer them.	Work with your group to complete the quiz	Unit 3-3 Quiz	PACT – TBL Comprehension Check
Processing	Allow students some time in class to work on the processing assignment they decided to complete. Work with them to make sure they are doing the best work they are capable of. Review that students can meet all the objectives and have successfully answered the essential question in their processing assignment	Work individually on your processing assignment	Unit 3 Cover Page	
Timeline Project	For part three students should continue finding events about the American Revolution. Students should start assembling their timeline. Give students 2 days in class to work on their timelines	Work with your group to complete step 3 Assemble your timeline	Poster board	Pact – TBL Knowledge application Group Investigation Jigsaw
Group Problem Solving Question	Explain to students that they will take the information they learned from creating the unit to answer the problem solving question. Students should come up with a list of facts that answer the	Listen and ask clarifying questions Work with your group Present your findings	Elite Devices Study Questions	PACT – Reflection

	questions to be prepared for tomorrow.			
Class Discussion	Guide the class in a group discussion exploring the Problem Question. Have prodding questions ready. Let students do most of the talking. Keep students on the right track.	Participate in the class discussion in a positive manner.		Think-Pair-Share Group Investigation
Unit 3 Review	As a class review for the Unit test. Review the questions on the test, explain what is on the test. Allow students time to ask questions.	Ask questions Answer questions. Participate in the review		
Unit 3 Assessment	Have students complete Unit 3 assessment individually	Complete Unit 3 assessment, remain quiet until all tests have been turned in, read or find other work to work on	Unit 3 assessment	

Goal 3: Share the project with colleagues.

This portion of the project will take place in February at the school Professional Development Day. A brief explanation of Reading to Learn in the Content Area and Cooperative Learning will start the presentation off. After that there will be an explanation of why combining the two is a good idea. Finally, teachers will receive information on my experiences with the 8th grade students.

CHAPTER 5

CONCLUSION AND LIMITATIONS

Reading to Learn in the Content area and cooperative learning are fantastic ways to get students reading more and working together. Throughout this project I have been using both separately and together. What I have found is that students like these teaching methods, I like these teaching methods, but these teaching methods are very hard to implement successfully.

The first unit was about Native Americans. I was able to bring in so much information that I had always wanted to teach but never seemed to find the time to do so. The class read primary and secondary sources. Students had a wide variety of information and I was able to expose them to different ideas about Native Americans. They were able to realize that Native Americans were not some primitive beast before Columbus started the serious exploration of America. They understood that these Native Americans had educated and developed societies.

Another successful point of the first unit was the class discussion. All but two students participated. I had given them 20 minutes in the previous class to discuss the problem questions and come up with answers. These eighth graders really enjoy talking

and debating so when the actual class discussion went on I rarely had to interject. Students did a great job coming to conclusions and sharing ideas.

Other parts of the unit were not so successful and taught me valuable lessons for the next units I planned. First, the vocabulary wall was a disaster the first time around. I did not make it clear what type of definition I wanted or where they should get the information so students had these strange definitions for words that did not make sense. The presentation of the words and sticking them on the wall went well but students did not fully understand that part of the assignment was to put their vocabulary words on a shared document on Google Documents. These directions I clarified for the second unit.

The second thing that went wrong in the first unit was the discussion questions. What I had pictured in my mind were these groups of students discussing the answers and coming to a conclusion and writing the answer on one document. Not only would this get students collaborating but then I would also only have one set of questions to answer for the group. This was very naïve of me considering this was an eighth grade class. What actually happened was chaos. Everybody did their work but the groups were not discussing the questions. The smarter students took it upon themselves to simply copy most of their work so they could get the assignment done. Again this is something that I changed for the second unit.

The other thing, not the last but the last mentioned in this paper, was the assessments. Students took their first group quiz and many did not do well. They assumed that since it was a group quiz they would be able to talk their way through it even if no one studied. Going into this quiz I was very confident that they would do well because we had been over the information in depth. Yet students did not. Then a couple days later

I attempted to review for the first unit test but the students said they were ready and would rather study individually. So I let them study individually, they sounded so confident that I became confident they would do well. That did not happen, most students received somewhere in the C range. I was very disappointed because we had talked about all the information in class. For the second unit I started to stress the importance of studying.

The second unit started more smoothly than the first. This unit was about exploration and colonization. Things had a pattern and a flow that the students could recognize. We did a preview, talked about the essential question, had study questions, read things in class and worked as a group on assignments for each section of the unit. Again I was able to include things that I had previously not been able to do. Students were able to change their perspective and realize that Columbus and the other explorers, and the colonists might not have been the greatest people like history seems to portray them. Also they realized that Native Americans and colonists had a pretty stressful relationship, each harming the other for various reasons. The successes that I had in the first unit continued and I was able to remedy some of the problems that we had.

First the vocabulary wall went much better than the first time. Students had the right definitions and most put their vocabulary word on the shared document. Study questions slowly became better. For the first section in unit 2 I gave them too many questions and did not realize it until they were trying to discuss them and assemble them. The second and third section I continued to lessen the amount of question so students would have time to discuss and compile. It slowly became better but there was still work that needed to be done. Lastly, the group quizzes were hit and miss. Some groups did

really well and others took it less seriously and always convinced the person with the right answer they were wrong. For the third quiz in the unit I really stressed studying and each group did do better than they previously had.

Something that I started in unit two was a book club scenario. I found six different middle school or young adult books about various topics in the time period we were studying. Students had half a class to go around the room and read the description of each book and write them in order 1-6, 1 being the book they would most like to read. Then I looked at their lists and tried to give everyone their first choice but some had their second or third. There were three people in the group and they shared the book. They each read it and then had to discuss it and complete an assignment that they would present to the rest of the class at the end of the unit. The students really enjoyed this. I was surprised by how much they wanted to read the other books that they didn't get a chance to read and how excited they were to present their book to the class. It was very successful but the time amount they had to read the book was too short and many rushed. For unit three I changed this and had students read one book for unit 3 and 4 because they were so close in time periods. This will give students more time to read the book and more time to discuss the book with their book club.

Unit two test showed a slight improvement. For unit one the class average was 78.5% and for unit two it was 80.5%. The lowest score in the class for unit one was a 60% and that student received a 75% on the unit two test. The lowest grade for the unit 2 test was 57%, this student's score on the first test was a 71%. Both of these students do have Student Action Plan, this private schools version of an Individualized Education Plan but it seems they are reacting to the new teaching styles differently. The second

student did write in his weekly journal that he was surprised by the amount of work they had to do.

Besides the second student, whose grade decreased, 10 other grades decreased. The decrease ranged from 1 to 14 percentage points. One student had no change in their grade from test one to test two and 7 students had increases. The increases ranged from 11 to 26.5 percentage points, so overall the increases were more significant than the decreases. Finally the lowest score on the first test differed from the highest score by 35 percentage points while on the second test the difference was 37 percentage points.

These test scores may reflect the change in seating and the different responses students are having to this style of teaching. At the beginning of each unit students are placed in different collaborative learning teams and most of the students that had a lower performance on the second test were sitting together as a team for the unit. They may have struggled working together and that may have hindered their learning. Also the students are not used to this style of teaching yet and it will take more than two units of instruction to get used to.

For the third unit I plan on making a few changes. First is the length of time they have to read their chapter book, like previously mentioned, they will now get two units per chapter book. Next I will utilize the vocabulary wall a little better. It seems that after students completed it they really never referenced it again until the test. I will make a point of incorporating it more often. Third I will draw more connections between the readings we do in class and the discussion questions they complete for homework. We will discuss the questions further and I will show how they connect to the readings. In the past two units I have been worried about time management too much and have rushed

things so the connection has not always been there. Finally, I will limit the amount of information I give students. I mentioned before that teaching like this allowed me to incorporate a lot more things that I had always wanted to use but I am finding that it is overwhelming for the students and for me.

Reading to Learn and Cooperative Learning are great teaching strategies, combining the two makes sense in a lot of situations. Not only are these students learning how to read different types of text and gather information for these texts but they are also learning how to work together and come to conclusions. Students are more engaged when they are working in these small groups rather than as a whole class.

This type of teaching is hard work and sometimes it seems like class was a whirlwind but it is worth it. Students may not be picking up on all of the content they are learning but I can tell they are learning other lessons. Students are picking up on the readings quicker and their answers to questions are becoming more thought out. They are able to think at a deeper level and that is after only two units. Their assignments are improving and the reading portion on the second test improved from the first. I have a lot to improve on with this teaching method but it will be worth it in the end because the high level thinking abilities of students will be improved.

One of the limitations of this project is the fact that it was only conducted in one class. The sample size was not large and there was not any other group that the 8th grade could be compared with. Also the 8th grade had never experienced other way that I teach which made them unsure what to compare Reading to Learn in the Content area and Cooperative learning to. Finally, these students are 8th graders, just learning how to rotate classes and juggle all of their different assignments. This made it hard for students to

really grasp what they were expected to do outside of class. This also made it hard for me to monitor exactly what students were putting in full effort and which were just getting by. Establishing more accountability is one of the first things that needs to be improved upon for the future.

In the winter I will be presenting my findings to the rest of the teaching staff in the middle and high school at school X. Having all the teachers on the same page will help the students better understand what is expected of them. Also sharing my findings and experiences may give other teachers so help in creating assignments or adding new materials to their lessons. The first available date to present this is not until the end of February so these findings will likely not affect anyone's lessons until the 2015-16 school year.

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