

**Manchester College
Education Department**

LESSON PLAN by: Anita Zollars

Lesson: Integrated Social Studies and Reading Lesson **Length:** approximately 2 hours

Age or Grade Intended: 4th Grade

Academic Standard (s):

4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.2.2 Use appropriate strategies when reading for different purposes.

4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.

Performance Objectives:

1. When given a literature circle role each student will participate with 100% accuracy.
2. When given a self-assessment form each student will complete with 100% accuracy.

Assessment:

1. The teacher will circulate around the classroom while the students are involved in their literature circles. The teacher will observe the students to make sure they are participating in their group and the discussion. Each student at the conclusion of the discussion will turn in their literature circle role handout to the teacher. The teacher will use the handout to help her assess the student's participation in the literature circle.
2. At the conclusion of each literature circle discussion the students will be responsible for filling out a self-assessment form. The students will turn in the form when they complete it to the teacher. The teacher will use the form to assess the students.

Advanced Preparation by Teacher:

Materials:

- Books:
 - *The Patchwork Path A Quilt Map To Freedom* by Bettye Stroud
 - *The Secret to Freedom* by Marcia Vaughan
 - *Under the Quilt of Night* by Deborah Hopkinson
 - *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson

- Literature Circles Role Sheet –website resource
<http://www.allamericareads.org/pdf/single/during/litcircl.pdf>

Procedure:

Introduction/Motivation:

What was the Underground Railroad? Who traveled on the Underground Railroad? What secret signals were used on the Underground Railroad? **Bloom's Taxonomy:** Level I Knowledge the first three questions will require students to use their prior knowledge to answer the questions. Today you are going to explore these questions and learn even more about the Underground Railroad. We are going to form literature circles (the students will have already been taught how to participate in literature circles) and you will have the opportunity to read a book about the Underground Railroad.

Step-by-Step Plan:

1. The teacher will display all for books. The students will have time to look through the books and think about which book they may like to read.
2. The teacher will give a book talk on each of the books to help the students select the book they want to read.
3. Each student will be given a paper to rank their book choices.
4. The teacher will look at each student's book choices and try her best to put them in their first choice. Not all students will get their first choice. There will be four different literature circles with six students in each.
5. The teacher will post the literature circles for the students to see and hand out a copy of the book each student will be reading.
6. The students will meet in their literature circles. **Howard Gardner's Multiple Intelligences:** Interpersonal because students will be working in groups.
7. Once in the literature circles the students will choose roles to play in their group. The roles the students will have to choose from are summarizer, discussion director, investigator, illustrator, connector, and vocabulary enricher. The teacher will give the students a handout for their role. The handout will be filled out by the student.
8. After the students have chosen their roles they will begin reading the book. The teacher will allow the students to read the book independently or with a buddy.
9. The teacher will circulate around the classroom while the students are reading. The teacher will stop and listen to students read.
10. After each student has completed their reading they will fill out their literature circles role handout. This will allow the students to be ready for their literature circle discussion.
11. After the students have prepared their handouts for the discussion they will write in their Civil War reflection journals. In the journal they will be asked the following questions. What was the title of your book? Who was the author? Explain an interesting fact you learned when reading the book? **Bloom's Taxonomy:** Level III Comprehension because the students will use their new knowledge they received to answer the questions.
12. The teacher will circulate around the classroom as the students are working on their handouts and journals to help answer any questions.
13. The students will participate in a discussion. The students will come back to their literature circle group if they were reading somewhere else in the classroom. The students will meet for around 30 minutes to have a grand conversation on the book they read. The student with the role of discussion director will lead the discussion and then the other group members will continue the discussion. The students will use their literature circle roles to help guide the discussion. The discussion is a time for each member in the literature circle to share their

thoughts and play their role. **Howard Gardner's Multiple Intelligences:** Linguistic because students will need to use good oral communication during the discussion.

14. The teacher will circulate around the classroom and stop at each group to listen in and see how they are doing. The teacher will be checking to see if each student in the group is participating in the discussion and performing the duties of their role.
15. After each literature circle has had their discussion each group member will fill out a self-assessment form. The form will help students see how well they participated and what areas they can improve on for the next meeting.
16. Each literature circle will turn in their completed handouts, reflection journals, and self-assessment to the teacher after they have completed their group discussion.
17. The students will return to their seats. The teacher will speak to the class as a group.

Closure:

Explain an important or interesting fact (s) you learned today about the Underground Railroad?

Bloom's Taxonomy: VI Evaluation because the teacher is evaluating the students to see if they learned about the importance of quilts being used during the Underground Railroad. The teacher will explain to the students that now since they have learned more about the Underground Railroad and the importance of quilts they will be making their own quilt. In your literature circle group you will create a quilt out of construction paper and other materials. Each group member will create a patch to put on the quilt. The quilt will tell its own code just like the quilts in the books you read. Each literature circle will share their quilt and book with the class when completed. This project will be exciting and involves teamwork. Be ready for tomorrow because we

Adaptations/Enrichment:

Adaptation:

The type of adaptation will depend on the need of the student. If the student is a low level reader the teacher will have the student read their literature circle book with a buddy. The buddy the student reads with will be a higher level reader. This will allow the student to read a more difficult book successfully.

Enrichment:

The type of enrichment will be for a gifted student. The teacher will allow the student to do research on quilts of the Underground Railroad using the Internet. The teacher will have a list of Internet websites for the student to visit. The student will use the information they learn to write a report on the importance of quilts during the Underground Railroad. The student will be allowed to share their report with the class.

Self-Reflection:

This will be completed after the lesson has been taught. The lesson will be successful if each student participates during the literature circle discussion. It is important that the students perform the duties of their role as a member of their literature circle. The teacher will also be looking for good group behavior during the literature circles. It is important that each literature circle treats their group members with respect.