

NEH Hudson River Workshop Lesson Plan 2013

Teacher: Julia Agnew

Subject: Language Arts/Social Studies

Grade Level: 8th Grade

Summary:

Students will learn the relationship man has with a place. The students will look at the Rio Grande as an example. Students will learn the geography of the Rio Grande. Next students will study the relationship between the geography and the Native, Hispanic, and Anglo cultures that settled there. Students will study paintings and pictures that were done by different cultures. Using all the prior knowledge and primary sources the class as a whole will create a brochure for the Rio Grande using a Prezi.



LAPS LESSON PLAN TEMPLATE

- We Prepare Confident, Life-long Learners

Teacher Name: Julia Agnew		
Course/Grade: Language Arts/ Social Studies/8th		
CCRStandard: Language Arts/Social Studies Reading Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words Mathematics Standards Understanding solving equations as a process of reasoning and explain the reasoning Reason quantitatively and use units to solve problems Science Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks. Produce clear and consistent writing in which the development, organization and style are appropriate to task, purpose and audience.		
Date: September, 2013	Mkg Pd: 1	Interdisciplinary Unit: The Rio Grande: Our River (2-3 week unit)
Lesson Title's: The Rio Grande: Our river and relation to it		
Objective(s): Through varied investigations, students will experience and become aware of place, man's reaction to a place and how this reaction shapes the history of a place. Essential Question: How do place and man respond to, interact, and change place?		

Teaching Strategies:
Please indicate each strategy used within lesson:

- Higher-Ordered thinking
- Technology Integration
- Data Analysis
- Independent Reading
- Think Aloud
- Popcorn Reading
- Cues, Questions, Advanced Organizers
- Jigsaw
- Think-Pair-Share
- Round Table
- Numbered Heads
- Generating & Testing Hypothesis
- Nonlinguistic Interpretation
- Summarizing & Note-taking
- Writing Process
- ACE Implementation
- Interactive Reading
- Reciprocal Teaching
- Cross-Curricula
- Modeling lesson
- Unit Introduction
- Application
- Prior Knowledge
- Voc/Concepts
- Comprehension tools
- Preview
- Use of rubrics
- Self-monitoring thru clarifying questions
- Other: Explain

Purpose: As students react to geographical feature of Rio Grande River, they will:

Be able to track choice as people select a space to settle in

Determine challenges and advantages of a chosen space.

Through primary and secondary source documents strengthen critical thinking about physical and human relationships.

Draw associations from experience to project a future for peoples of the Rio Grande

Create a digital class brochure describing the Rio Grande River, man's responses to it, choices that affected the river's history and future predictions for the river.

Materials:

Manipulatives Measurement Tools
 Technology Texts
 Other: Visual Representations of Rio Grande River in this area, topographical maps, water sampling materials, Historical Society ephemera, primary source material from three cultures, time line organizers
 Student Materials: Calculators, rulers, art materials, flash drives

Language Foundation: Terms related to this Unit

Vocabulary Needed: Rio Grande River, free water/constrained, water rights, aquaceaia, irrigation, salinity, alkaline versus acid, GPM/River flow, topographical maps, contour lines, vertical rise, distance scale, historical perspective, bias, Manifest Destiny, cultural response, allotment, land grant

Warm-Up: Review Essential Question; Focus of the Day's Activities and Objective

**Lesson Development/Procedure
BLOCKING MTWR**

Students on level:

Day 1

Whole Group Discussion on experiences with Rio Grande River

Differentiation:

Content
 Process
 Product
 Other: Explain

Learning Modalities:

Visual
 Tactile/Kinesthetic
 Auditory
 Multiple Intelligences
 Reinforcing & providing feedback

Assessment:

Collect & Grade
 Check completion
 In-class check
 Rubric
 Peer/Self Assess
 Journal/Log
 Portfolio
 Constructed responses
 Quiz
 Test
 Presentation
 Performance Assess
 Informal Assess
 Exit Slip

Accomodations:

Extended Time
 Preferential Seating
 Proximity
 Learning Partner
 Notetaker
 Alternative reading
 Guided notes
 Framed paragraphs
 Contract w/ student
Other: Explain

Introduce Unit, Essential Question, Objective and Purpose

Lecture on History and Peoples of Rio Grande using Time Line Graphic Organizer

Students complete KWL Chart on Rio Grande River

Day 2

Science and Math portions:

Introduce and complete jigsaw of river from topographical maps

Small Group work with provided worksheet; find elevations, contour lines, river depth, GPM/Seasonal flow in Los Alamos area.

Day 3

Science and Math portions (continued);

Small Group: Using topographical maps, locate key geographical features around river. Note elevations, names, etc. Determine which features would be most important to Native, Hispanic, and Anglo cultures and why?

Using topographical maps and calculators, estimate distances as shown on topographical maps. Determine hiking time to three locations in and around river. Using GPM/Season flow rates determine float times on river from two points on river.

Whole Group: Each Small Group presents findings to class

Day 4

Visual Images of the River

Present images from Historical Society Holdings depictions of Native, Spanish and Anglo versions of River Grammar of Painting/What visual language is telling us?

Review Grammar of Painting using previous images of river.

Students choose one culture and depict a river scene using grammar of painting.

Present text of Native, Hispanic and Anglo response to the same point on river. Compare and contrast these responses

Day 5

Field Trip to River

Water Sampling Activities/ Salinity, Flow Rates, Pollution Issues, etc.

Small Group Work: Using Topographical Maps locate and photograph three geographical features previously identified.

Whole Group: Hike; Use previous hiking estimates, determine accuracy of estimate. Factor in elevation change, temperature, season, etc.

Day 6

Whole Group: Share Photographs and Review Water Sampling Results

Close Read of texts about river.

Enter date of texts on timeline

Small Group: Using vetted websites investigate the history of the three cultures in this area: settlements, livelihood, use of the river as a resource, significant events, conflicts, treaties, etc. Prepare a summation of your research.

Day 7

Small Groups presentation: Enter found research onto timelines.

Individual Work: Using provided primary sources, read and investigate a Native, Spanish and Anglo response to the river. Determine the author's bias. Summarize each culture's perspective in a paragraph. Add your response to the river and place in a final paragraph.

Day 8

Introduce Final Class Project/ Digital Brochure using Prezi

Using previous images or class photos prepare a silhouette image of one feature of the river. Images will be compiled into one long border to use on our class brochure.

Assign groups for writing and editing of brochure.

Groups will include History of the river, each culture's view of place, water and topographical findings, recreational information, our class's view of place in regards to the river.

Day 9

Begin writing, editing, preparing brochure using all of the information previously discussed.

Day 10-11

Continuation of Brochure

Day 12

Final Editing of Digital Brochure

Putting Brochure together

Final Review of Brochure

Day 13-14

Upload Brochure to LA PAGES-community internet forum for news and interesting information

Reflection on the river: One page essay: What will the three cultures response be to the river in 30 years from now? Given predicted water needs in our area, imagine the river dried up. How would the cultures and sense of place change? How would your sense of place and connection to the river change?

Students below level:

Support from Inclusion Teacher; check for verbal understandings of instruction, link with learning partner in small group work, require different product as decided upon by inclusion teacher and student, provide extra time, alternative content reading, laptop, or reduced workload per accommodations

Students above level: N/A

Closure: Recap and Capture Main Idea of the Day; Did we meet our daily objective?

Assessment:

KWL Chart

Timeline Checks

Jigsaw Worksheet

Topographical Map exercises

River Scene Depictions

Small Group Research and Presentations for Timeline

Primary Source Responses

Collaborative Grading of Small Group Participation during Brochure Work

Reflection Essay

Homework/Extension:

Most work will be completed in class.

**Review Materials posted on teacher webpage as directed:
Visual images, primary source documents, texts, etc.**

Teacher Reflection on the Lesson: