

Sign of the Beaver by Elizabeth George Speare
5th grade

Standards:

- LA.III.f. Analyze materials by using critical thinking skills to compare and contrast, determine cause and effect, distinguish between fact and opinion, draw conclusions, make inferences, and generalizations, state predictions, sequence details, and interpret emotions and feelings.
- LA.III.h. Respond in a variety of ways to different genres.
- LA.IV.c. Speak clearly and appropriately to audiences for different purposes and occasions.
- LA.IV.d. Use visuals to enhance spoken messages.
- LA.V.a. Apply the rules of grammar and usage.
- LA.VI.b. Choose and use an appropriate mode of writing for an identified purpose.
- LA.VII.b. Develop drafts by categorizing, organizing, elaborating, and using literary devices to develop ideas.
- LA.VII.f. Use technology to support the writing process.
- LA.VIII.c. Access information from a variety of print and nonprint sources.
- LA.VIII.d. Interpret, synthesize, and report information from sources read, heard, and viewed, crediting others when using their ideas in writing or in discussion.
- LA.VIII.e. Produce materials, including visuals, to share with others.
- SS.I b. Explain why, where, and why groups of people colonized and settled in the United States.
- SS.I d. Analyze the impact of westward expansion on Native-American groups.
- SS.II. c. Identify and describe regions of the United States made up of various groups of states.
- SS.VIII.a. Use critical thinking skills to organize and apply information gathered from a variety of sources.

TEKS:

- (5.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources.
 - (A) form and revise questions for investigations, including questions arising from interest and units of study (4-5);
 - (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);
 - (D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);
 - (E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);
 - (F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);
 - (G) draw conclusions from information gathered from multiple sources (4-8); and
 - (H) use compiled information and knowledge to raise additional, unanswered questions (3-8).
- (5.14) **Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures
 - (A) compare text events with his/her own and other readers' experiences (4-8);
 - (B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);
 - (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5); and
- (5.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing.
- (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);
- (5.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing.
- (B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);
 - (F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);
 - (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).
- (5.21) **Writing/inquiry/research.** The student uses writing as a tool for learning and research
- (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);
 - (E) present information in various forms using available technology (4-8); and
 - (F) evaluate his/her own research and raise new questions for further investigation (4-8).

§113.7. Social Stu(5.1)

- (5.1) **History. The student understands the causes and effects of European colonization in the United States**
- (A) **explain when, where, and why groups of people colonized and settled in the United States; and**
- (5.4) **History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century.
- (B) identify reasons people moved west;
- (5.8) **Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- (A) identify and describe the types of settlement and patterns of land use in the United States;
- (5.26) **Social studies skills.** The student communicates in written, oral, and visual forms.
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

The Destination

1. Choose a unit from your established curriculum (standards have been incorporated).
*for this project you will also eventually need to write the TEKS
2. What objectives do you want to include? Any previous activities that you know you want to include?
This is a joint collaboration between the reading and social studies teachers.
Students will research the NE regions of the United States.
Students will research aspects of the French and Indian War.
Students will compare traits of the Maine Indians (primarily Penobscot Bay).
Students will compare/contrast pioneer life and life today.
Students will determine the difference between history and historical fiction.
Students will trace the journey from Massachusetts to Maine.
Students will create a brochure enticing people to move to Maine.
Students will keep a daily journal and respond to each chapter.
Students will create a reader's theater depicting the celebration of Attean's rite of passage.
Students will role-play distrust between Matt and Attean.
Students will write a new chapter to the book.
Students will research, choose, and demonstrate a skill or artifact from the Native American culture.
3. Librarian compiles available materials and known resources.
4. CIT begins looking for websites, possible projects from other schools, projects in line with students' technological skills (general project list).
5. Team decides on ultimate outcome, who will teach what and maps the road on how to get there (web page, big book, multimedia slide show, bulletin board, presentation to a buddy class, PTA presentation, morning announcement, other). Develops rubric for assessing project(s).
PowerPoint – name and summarize each chapter of the book
Inspiration – Venn Diagram (pioneer life/today)
Publisher – brochure to encourage settlers to Maine
Inspiration – template to compare/contrast reasons for hunting

The Map

1. How will you engage the students and make a personal connection to the topic?
John Morgan will storytell in the Native American tradition and share bits of culture.
2. What tool will students use to brainstorm questions about the topic?
Lower ability groups will brainstorm in a general session with the overhead.
Higher ability groups will brainstorm in small groups with Inspiration.
3. What resources can students use? Team selection

Students will use:

The Sign of the Beaver novel by Elizabeth George Speare

Social Studies Textbook

Computer Lab: Publisher, Powerpoint, Inspiration, and Internet, Treasure Hunt

4. When and where can students use these sources?
Schedule Place/Date and Time List any materials needed and by whom.
Scheduling will be difficult. Library time is blocked and teachers can only use the library for about 30-45 minutes (regular library time) twice a week. Lab time is similarly restricted. Teachers, CIT and Librarian will try to be flexible in their scheduling. Resources will be pulled onto a cart because of time constraints.

5. How will students record their information? List any materials needed and by whom.
Students will carry a pocket folder with them to keep recorded information (from classroom, to lab, to library, etc.) Big 6 planning sheet will be attached inside of folder.

6. How will students present/display their information? List any materials needed and by whom.
PowerPoint –Summarize each chapter of the book, then name the chapter. Saved in the student’s folder on the server. These will be burned onto a CD as a class set and presented by students at various locations.
Inspiration –Students will create a Venn Diagram to compare pioneer life with life today. Compare:
 - **Transportation**
 - **Crafts/skills (jobs)**
 - **Education**
 - **Clothing**
 - **Food/food sources****Publisher –Students will create a brochure to encourage settlers to come to Maine.**
 - **Weather**
 - **People**
 - **Sights**
 - **Design principles applied throughout brochure**
 - **Problems**
 - **Things to do****Inspiration – A template will be used to compare/contrast reasons for hunting between Matt and Attean (why they hunt, how they hunt, where they hunt, what they hunt).**
If students need to learn to use or practice the tools for their project...
Schedule Place/Date and Time (rotation lesson)

7. How and where will students present the information? Students will deliver oral presentations using PowerPoints. Audience?

- **To 3rd and 4th grade students**
- **To their own classrooms**

Rubrics attached

8. How will the students know if they did their job well? Self-evaluation