Deborah Obregón

Grade Level: 4th grade

Content Area: Social Studies

Date for Implementation: Monday, Feb. 10, 2014

Lesson Title: Routes to the Gold Rush

Small Group/Whole Class (circle/highlight)

**•Standards**

Social Studies

4.3 Compare how and why people traveled to California and the routes they traveled.

English/Informational Text

4.7 Interpret information presented visually, orally, or quantitively and explain how the information contributes to an understanding of the text in which it appears.

**Content Objective/Learning Outcome**

Students should be able to analyze artifacts the way historians would by using various tools (measurement devices if needed), critical thinking skills and group discussion in order to compare the reasons why people traveled to California by land or sea and what it might have been like.

**•Language Objective/Language Learning Outcome**

* Given sentence stems, students will discuss and briefly write their answer with their excavation team.
  + I think this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + This was important for these 49ers because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + I think these people chose to travel by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**•Assessment**

Formative Assessment Tasks

* I will tap their prior knowledge by asking them what they already know about the routes to California – pair share and whole class share.
* I will circulate and observe the discussions they are having with their team members about the function of each artifact and what this tells them about the people & their motivations.

Summative Assessment Tasks

* I will have each group present their findings to the whole class answering the essential questions.
* I will have each student write a summary of what they did during their excavation and what they learned about the motivations of choosing either land or sea to travel to California.

**•Materials needed**

* Masking tape to create the map grid of the ship & wagon.
* Print outs of artifacts on sturdy poster board
* Map handouts graphic organizers
* Note cards color coded
* Two texts about overland routes and sea routes for extended research. (one per group)

**•Differentiation:**

* IEP students: These two students in particular have trouble working in groups. I will pair them with those who have leadership-like personalities and whom they get along with. AV tends to shut down if he is frustrated academically. I will make sure I tell him ahead of time what the group will be doing and make sure he understands so he is not caught off guard.
* ELL students: I will make sure I group these students who have a stronger command of English in writing so that they can have support. Pictures, interaction of the excavation & the graphic organizer will help these students in particular to visualize the scenario as well as organize their thoughts about the event. Talk time will help them understand how to put words to their thoughts.

**•Instructional Sequence:**

**Introduction (10 mins)**

* Hook: I will do a think-pair-share to answer the question – What do you already know about the routes people took to get to California and why were they traveling there? (5mins)
* I will introduce my role and myself as the senior historian: to supervise each team and make sure they are on the right track with what they observe.
* I will then put them in their excavation teams and give them their jobs and the ground rules:
  + 10 groups of 3 – Each person will take turns finding the artifact (one artifact at a time) and bringing it to their team. The group will look at the artifact, discuss the function of that artifact and write down their observations.
  + **Rule:** They must keep all information secretive from the other groups. Students must stay on task.
  + **Classroom management:** I will tell them because there is only one of me and 30 of them, they cannot approach me for questions or “sign offs” for their answers. I will give them all a color-coded card that has red, yellow, and green on each side. Each color represents something I must know about what they are doing and needing. Green: “We are fine and making progress.” Yellow: We have a question but will continue to work on our problem. Red: We have finished and need you check our work. We will continue to read and research.
  + I will explain that their goal is to identify each artifact, write what they are and why they are important for the 49ers, read the text (if there is time).

**Body (15 mins)**

* The groups will do the activity
* At the carpet, we will go over as a class both excavations, the artifacts and their function.

**Closure (10 mins)**

* Moving to the carpet, we will go over each artifact the teams thought each item was important to the 49er. I will fill out each graphic organizer in front of the class while they add more information to their graphic organizers.
* We will compare and contrast the two ways of getting to California.
* After we see both options of land or water, I will have them do a group talk as to why they think their group of 49ers decided to go by boat or by land. Then, they will write down their idea on the back of their organizers. If there is time, we will share our responses to each other.

**Reflection**