

2014-2015 Lesson Plan Example (One 60-minute lesson)
Clinical Community B
Wise Use of Wisconsin's Natural Resources - Grade 4
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I. School District Benchmarks

- SOCA1.4.4 Understand ways in which people in Wisconsin interact with their environment (use of land and construction of human made features).
- SCIE1.4.3 Understand ecosystems (identify various ecosystems, various organisms within an ecosystem, features of an ecosystem, explain how living and nonliving things within an ecosystem are interconnected and interdependent)
- MAT4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (finds facts in 2 different resources to determine validity).
- RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

II. Learning Objectives for Students

- Students will explain how Native people and early European or Yankee immigrants used Wisconsin's natural resources to meet their basic needs.
- Students will summarize how lumber barons used Wisconsin's natural resources to make a profit.
- Students will calculate the change in acres of trees in Wisconsin from the 1825-1880 estimate to the 1936 survey and conclude if European Americans conserved forests during this period.
- Students will read and summarize main ideas from different print resources regarding how Native people, early European or Yankee immigrants, or lumber barons used Wisconsin's natural resources.
- Students will integrate information from two or more print resources and cite evidence from the texts to support main ideas regarding how Native people, early European or Yankee immigrants, or lumber barons used Wisconsin's natural resources.

III. Instructional Resources and Materials

- Folders of print resources and a list of all the resources in the folders for each expert group (two folders for each expert group).
- Wisconsin map of forests, savannas, and prairies in 1840 and students' visuals of the three main biomes/ecosystems in Wisconsin from prior lessons.
- Copies of the graphic organizer "How Did Native People, European and Yankee Immigrants, and Lumber Barons use Wisconsin's Natural Resources?" for each student
- Classroom computer or ipads for downloading a video showing how Native people hunt and trap animals for food for expert groups who are investigating how Native people used the natural resources in forest biomes. If the classroom computer or ipads are not working, the cooperating teacher will take one or two members of the expert group investigating Native people's use of Wisconsin's natural resources to the computer lab to view the video.

IV. Step by Step Instructional Strategies

A. Hook or Introduction

1. Show students photographs of each of Wisconsin's biomes and ecosystems (forests, oak savannas, and prairies) and ask them to decide if they could choose to live in any of these ecosystems, which would they choose to live in and why. (Connecting big ideas to students' backgrounds and making the curriculum personally relevant are recommended social studies education practices.)
2. Ask students to share their ideas with the person next to them and notice similarities and differences in their ideas. (Requiring students to look for similarities and differences among ideas is a recommended social studies education practice.)
3. Have a brief class discussion about which ecosystem they believe would be the best for their own lives and the reasons for their ideas. (Asking students higher level, open questions which challenge their thinking is a recommended social studies education practice.)
4. As students give reasons for why they prefer a specific ecosystem, ask them to show the physical gestures to represent each biome (introduced in an earlier lesson). Forests: Put palms together, form large "v" with two arms in front, and hold above head; Oak savanna: Clasp hands together over head in a circle, then spread arms to each side; Prairie: Hold arms straight up not touching and slowly wave back and forth. (This activity is visual, auditory, and tactile to appeal to diverse students.)
5. Ask students to give examples of natural resources included in a biome or ecosystem, such as plants, animals, soils, minerals, and bodies of water (encourage students to look at small group's visual of each biome or ecosystem from a prior lesson).
6. Connect this activity to today's lesson on how different groups of people in Wisconsin used these natural resources to survive and/or make a living in the 1800s. The students have to decide who made the wisest use of natural resources.

B. Introduction to Learning Goal/Objective

1. Explain that the main objective for today is that students will explain which group of people, Native Americans, early European immigrants, or lumber barons, made the wisest use of Wisconsin's natural resources to meet their basic needs or earn income during the 1800s. (A curriculum focusing on different cultural groups and setting instructional objectives at the beginning of the lesson are recommended social studies education practices.)
2. Write the learning objective on chart paper and post in the classroom where all students can see it.
3. Have students choral read the learning objective for today's lesson.

C. Lesson Steps or Procedures

1. Show an outline of Wisconsin with the year and the estimated acres of trees during each time period on large chart paper or the computer. When European Americans began moving into Wisconsin during 1825-1880, it was estimated there were between 22 and 30 million acres of forests in all of Wisconsin. By 1936, there were 16 million acres of forests in all of Wisconsin. What evidence does this provide that European Americans conserved or failed to conserve forests?

2. Distribute colored cards identifying students who are in Group 1 Native people (pink, purple and orange form one group of Native people and yellow and green form a second group of Native people), Group 2 European/Yankee immigrants (pink, purple, and orange form one group of immigrants and yellow and green form a second group of immigrants), and Group 3 Lumber barons (pink, purple, and orange form one group of lumber barons and yellow and green form a second group of lumber barons). Make sure students are of mixed abilities, cultures, genders, English proficiency, and helpfulness skills in each group with no more than six people in a group. Pair English learners and struggling readers and writers with others who are more proficient in English and are very helpful.
3. These groups are expert groups to investigate the question: Who made the wisest use of Wisconsin's natural resources to meet their basic needs or earn income? Two groups will investigate how Wisconsin Native people used Wisconsin's natural resources; two groups will investigate how European or Yankee immigrants used Wisconsin's natural resources; and two groups will investigate how lumber barons used Wisconsin's natural resources.
4. Each group will get a folder of resources to use in their investigation. Group members can choose to work alone and use a different resource from the folder or they can choose to work with someone else and use the same resource from the folder (pair each English learner and struggling reader and writer with another student who is a more proficient reader and writer and helpful). As they read, they should write important ideas they learned on their graphic organizer "How Did Native People, European and Yankee Immigrants, and Lumber Barons use Wisconsin's Natural Resources?" (This activity brings out different perspectives, uses different resources, uses inquiry, and focuses on big ideas developed in depth, which are all recommended social studies education practices.)
5. Model how to read a resource, "think aloud" about what they are reading, decide what is important to record on the graphic organizer, then record this information in only a few words on the graphic organizer. (Communicating high expectations for all students and providing support to help students meet expectations are recommended social studies education practices.)
6. Ask students to summarize what they understand their task to be for the rest of the class session.
7. Groups can choose where they work productively anywhere in the classroom or can work productively at their desks. Each group member should have access to the folder and work together or alone and record what they are learning on their graphic organizer.
8. Quickly check on each group to make sure they are finding a resource, can read it, and are finding ideas to record on their graphic organizer.
9. Allow enough time for each group member to list several ideas on their graphic organizers. Check that group members are listing accurate ideas on their graphic organizers. If we run short of time, we will continue the same research activity during the next lesson. If we finish early, everyone in each group (Group 1 Native people, Group 2 European/Yankee immigrants, and Group 3 Lumber barons) can meet together to share what they learned about how their group used the natural resources to meet their basic needs or earn income. (Guide students to construct knowledge collaboratively and keep students actively engaged are recommended social studies education practices.)

D. Closing Activity

1. Have students pair with someone else in their group to share one idea they learned.
2. Have all students stand. As quickly as possible, each pair of students reports on one idea they learned from their research. Once each pair reports, they may sit. Continue until all students are sitting. As students are reporting, tell the class to listen for similarities and differences among the ideas they hear.
3. Ask for students to state any similarities and differences they noticed among ideas regarding how the three groups (Native people, early European/Yankee immigrants, and lumber barons) used Wisconsin's natural resources. (Requiring students to look for similarities and differences among ideas is a recommended social studies education practice.)
4. Have one student from each group collect all the graphic organizers (make sure each student put her/his name on the graphic organizer).
5. Review graphic organizers for accurate information. Make a list of students to see during the next lesson to correct misconceptions, inaccurate, or incomplete ideas.

E. Review of Learning Goal/Objective

1. Ask a student to point to the learning objective on chart paper.
2. Ask the class to think-pair-share if they met the learning objective for today and the evidence they provided in the lesson that they met it.
3. Once students have had a few minutes to discuss their responses with their partner, ask students who have not spoken much during class discussions to give their response to the question. Invite other students to add on to the ideas given.

V. Formative Assessments

Observe students' contributions to the review discussion and note inaccurate or incomplete ideas or concepts to correct in following lessons. Collect each student's graphic organizer completed from expert group research for any inaccurate or incomplete ideas to address before they meet in their base groups in the following lesson. Attached is the graphic organizer students will use to record their ideas from their expert group research.

VI. Optional Summative Assessments

No summative assessment will be used during this lesson.