

HISTORICAL INTERPRETATION
SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS

Grades: 5

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Acceleration Approach

Standard has been accelerated by moving grade level 5 up to the standard used for grade level 8/10.

1	2	3	4	5	6	7	8	9	CIM	CRLS /CAM	
				—————▶							

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Concept of Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Paul’s Social Studies: historical analysis, multiple perspectives, persuasive writing; and English/Language Arts: analyze and interpret literature, use reasoning in developing written forms.

Differentiation Features—Students:

- Assigned fewer tasks to master standard of learning
- Use multiple higher-level skills
- Develops a product
- Make reasoning explicit

COMMON CURRICULUM GOAL

Social Science—Historical Skills

Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.

Social Science—Analysis

Acquire and organize materials from primary and secondary sources.

English/Language Arts—Writing

Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.

Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes; demonstrate ethical use of resources and materials (e.g. copyright, citations of sources).

CONTENT STANDARDS

Social Science—Historical Skills

Understand the importance and lasting influence of individuals, issues, events, people, and development in US History.

Social Science—Analysis

Identify and analyze various perspectives and interpretations of historical issues and events.

BENCHMARKS

English/Language Arts—Writing

8th Grade—Writing persuasive compositions.

8th Grade—Create compositions that have a coherent thesis, and end with a clear and supported conclusion.

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Archetypal Model

Point of View/Perspective

TASK DEMAND

Sample Task Activity

Find primary source documents that pertain to two characters in the Revolution, one a loyalist, one a revolutionary. (Books at the 5th grade level that students study during the American Revolution are *My Brother Sam is Dead* and *Johnny Tremain*.)

Write a persuasive paper from both points of view. (optional verbal debate.)

Apply *Literature Web Wheel of Reasoning* to the novels.

Analyze the two novels as point-counter-point and determine which writer presents the most convincing arguments/evidence.

Compare perspectives/viewpoints of living authors writing at different times. Use Graphic Organizer *Point of View/Perspective*.

Questions

Regular classroom:

1. What reasons does Sam have for becoming a Patriot?
2. What reasons does Life have for remaining a Loyalist (Tory)?
3. What reasons are supported in the social studies text?
4. What additional reasons does the text give for either/both sides?
5. What is the author's viewpoint toward Tories and Patriots in *My Brother Sam is Dead*?
6. How would you explain differences in view point?

Accelerated Students:

1. What reasons does your person have for being a Patriot?
2. What reasons does your person have for being a Loyalist (Tory)?
3. What additional reasons does additional social science sources give for either/both sides?
4. What is the author's viewpoint toward Tories and Patriots in your selected readings?
5. How would you explain differences in view point?
6. Which writer presents the most convincing arguments/evidence?

Implementation Time

To be done concurrently with unit on Revolutionary War. Teacher needs to be sure students have had instruction in persuasive writing/speaking. Check with your Language Arts teacher on what has been done and/or use *Hamburger Model* or *Dagwood Model*.

8th Grade—Establish coherence within and among paragraphs through effective transitions and parallel structures.

8th Grade—Use an effective organizational pattern that lends coherence to the composition (e.g. comparison and contrast; organization by spatial or of importance or climactic order).

8th Grade—Plan and conduct multiple-step information searches by using computer networks.

8th Grade—Achieve an effective balance between researched information an original ideas.

CIM—Maintain a consistent tone and focus throughout the composition.

CIM—Construct as well supported conclusion.

CIM—Use clear research questions and suitable research methods (e.g., library, electronic media, interview) to obtain information from primary and secondary sources.

CIM—Synthesize information from multiple sources and identify complexities, discrepancies and different perspectives found in each (e.g., almanacs, Internet sites, new sources, in-depth field studies, speeches, journals, technical documents.)

CIM—Integrate quotations and citations into written text while maintaining the flow of ideas.

CIM—Use appropriate format for documentation in the text, notes, and bibliographies.

CIM—Reflect manuscript requirements, including title page presentation, pagination, spacing and margins.

CIM—Design and publish documents by using publishing software and graphics programs.

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Teacher Note:

Persuasive essay expectations are detailed in the Writing Common Curriculum Goals. Scoring is done using the Writing Scoring Guide. The expectations for the persuasive mode are covered under Ideas and Concepts. A social science teacher should expect that “sentence, fluency, and conventions” are also followed and met.

Resources

- Collier, J., and Collier, C. (1974). *My brother sam is dead*. NY: Scholastic, Inc.
- Forbes, Esther. (1968). *Johnny tremaine: A story of boston revolt*. NY: Dell Publishing.
- History/Social Studies Web Site for K-12 Teachers <http://my.execpc.com/~dgoals/goals.html>
- **Jackdaws Publications**
- Repository of Primary Resources. A listing of over 5000 websites describing holdings of manuscripts, archives, rare books, historical photographs, and other primary sources for the research scholar. <http://www.uidaho.edu/special-collections/Other.Repositories.html>

Scoring Guide

Use State Scoring Guide for Writing and Speaking see Standards and Assessments Section VII	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Student will be able to:						
Persuade reader of validity of viewpoint.						
Demonstrate understanding of the contemporary look at history and how it changes.						

Social Science—Historical Skills

8th Grade—Evaluate within the context it was created, testing its reliability, credibility, and bias.

CIM—Understand how contemporary perspectives affect historical interpretation.

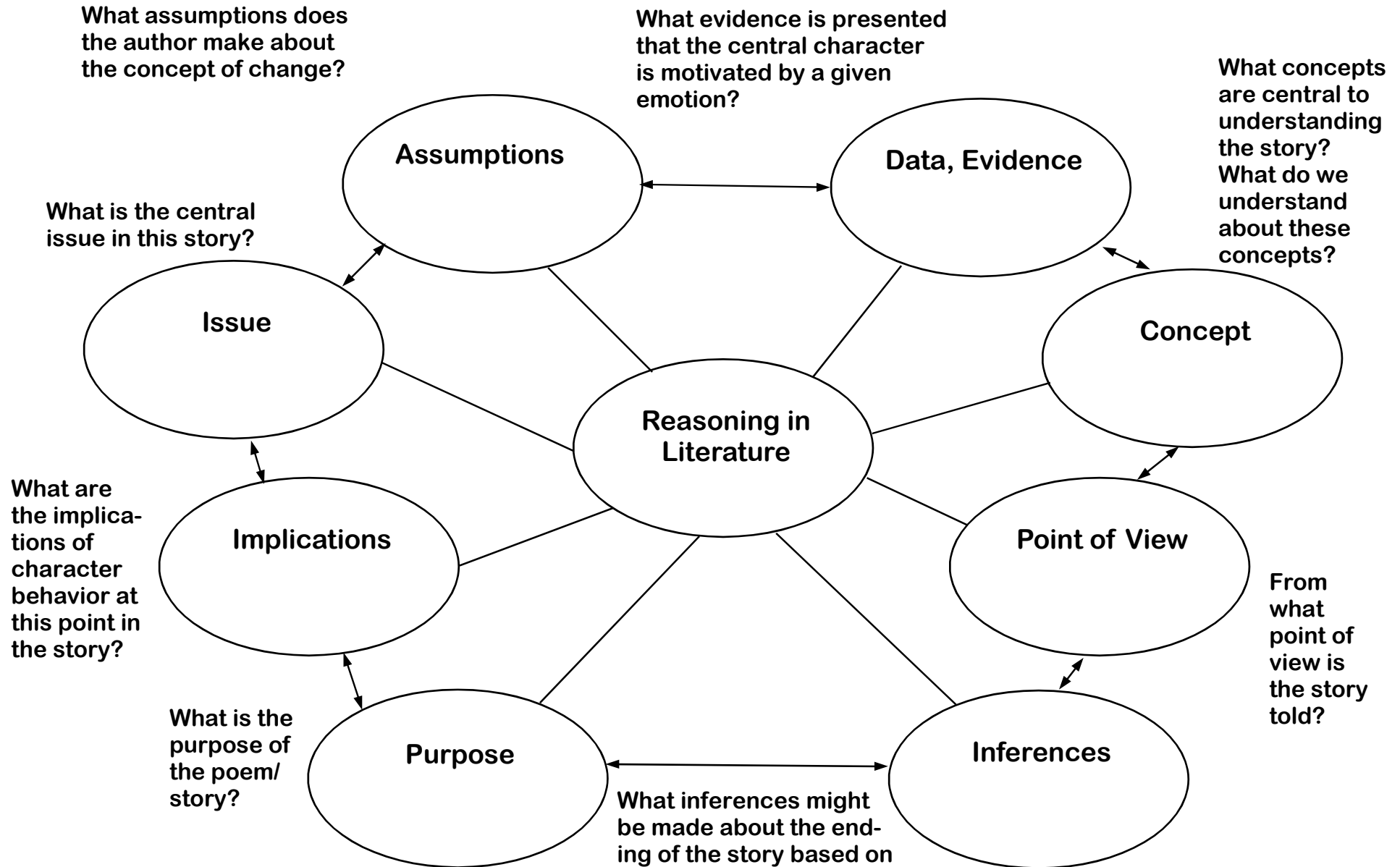
Social Science—Analysis

8th Grade—Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.

CIM—Gather, analyze, use, and document information from various sources, distinguish facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

GRAPHIC ORGANIZER
LITERATURE WEB—WHEEL OF REASONING PAGE 4



Graphic Organizer

LITERATURE WEB MODEL

CURRICULUM #14

The Literature Web model encourages students to consider five aspects of a selection they are reading: key words (important, interesting, intriguing, surprising, or unknown to the reader), feelings (those of the reader), images or symbols, ideas, and structure of writing (anything you notice about how the piece is written, such as dialogue, rhyming, short sentences, or big words). The web helps students to organize their initial responses and provides them with a platform for discussing the piece in small or large groups. Whenever possible, students should be allowed to underline and to make marginal notes as they read and reread. After marking the text, they then organize their notes into the web.

Suggested questions for completing and discussing the web are described below:

Key Words: Think and look back over the story. What were some words or groups of words that you really liked or thought were really important? Why were they special words to you? What were some words that you thought were interesting or exciting?

Feelings: What feelings did you get when you read the story? What feelings do you think the characters had? What happened in the story to tell you how the characters were feeling? Why do you think you had the feelings that you did?

Ideas: What was the main idea of the story? What were some of the other ideas the author was trying to talk about? What was she saying about change?

Images: What were some of the key images of the piece? What hidden meaning did some of the symbols hold?

Structure of Writing: What are some important characteristics of the way this piece is put together? How does the rhyming pattern (or dialogue, short sentences, etc.) contribute to the piece? How is the structure important for the meaning of the piece?

After students have completed their webs individually, they should compare their webs in small groups. This initial discussion will enable them to consider the ideas of others and to understand that individuals interpret literature differently. These small groups may compile a composite web that includes the ideas of all members.

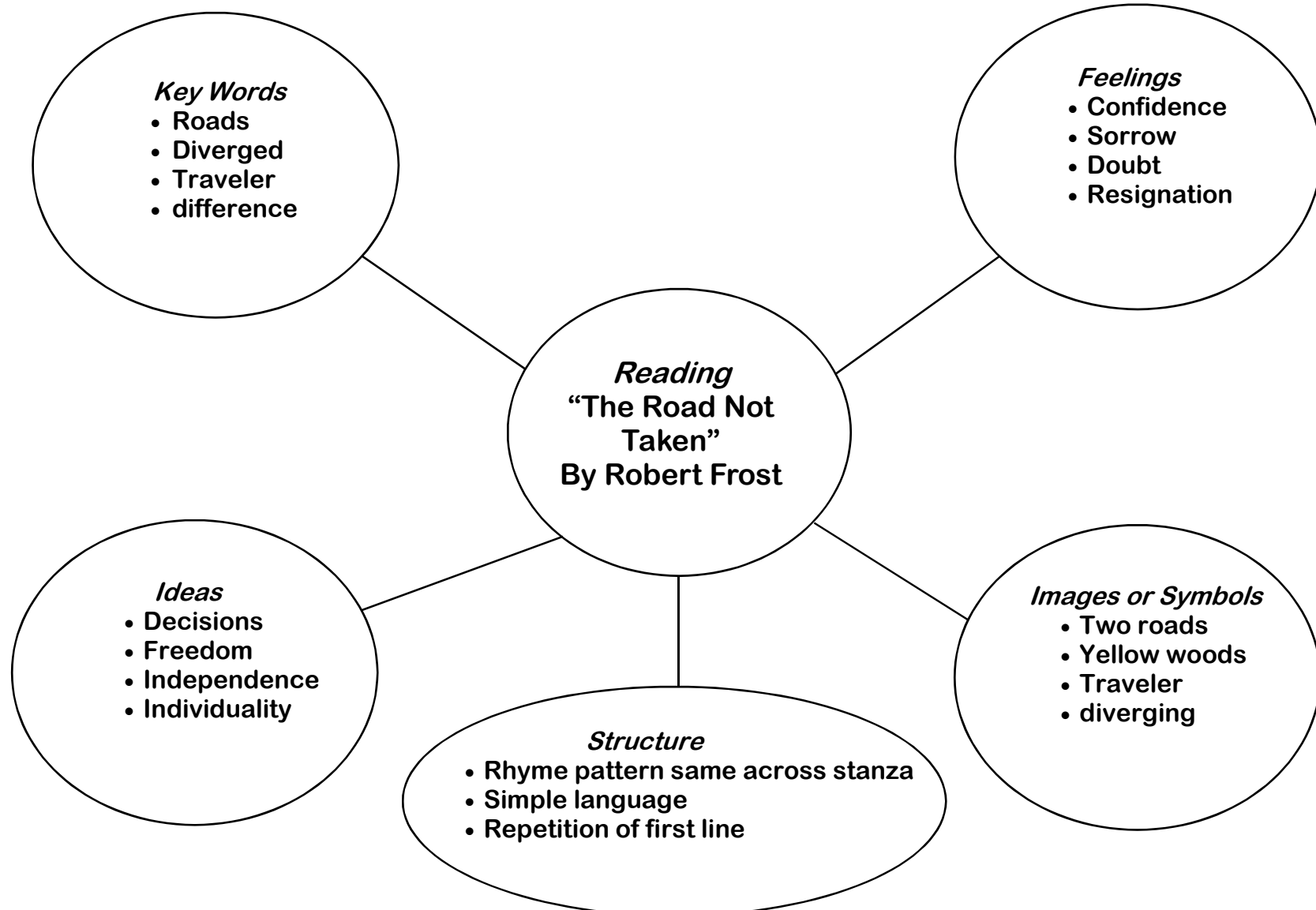
Following the small group work, teachers have several options for using the webs. For instance, they may ask each group to report to the class; they may ask groups to post their composite webs; or they may develop a new web with the class based on the small group work. However, each web serves to prepare students to consider various issues the teacher will raise in whole group discussion. It is important that teachers hold a whole group discussion as the final aspect of implementing the model as a teaching-learning device. Teachers are encouraged to post the poem or story under consideration on an overhead or wherever it can be seen as the discussion is held. The teacher should record ideas, underline words listed, and call attention to student responses visually.

Graphic Organizer

LITERATURE WEB TEACHER'S EXAMPLE

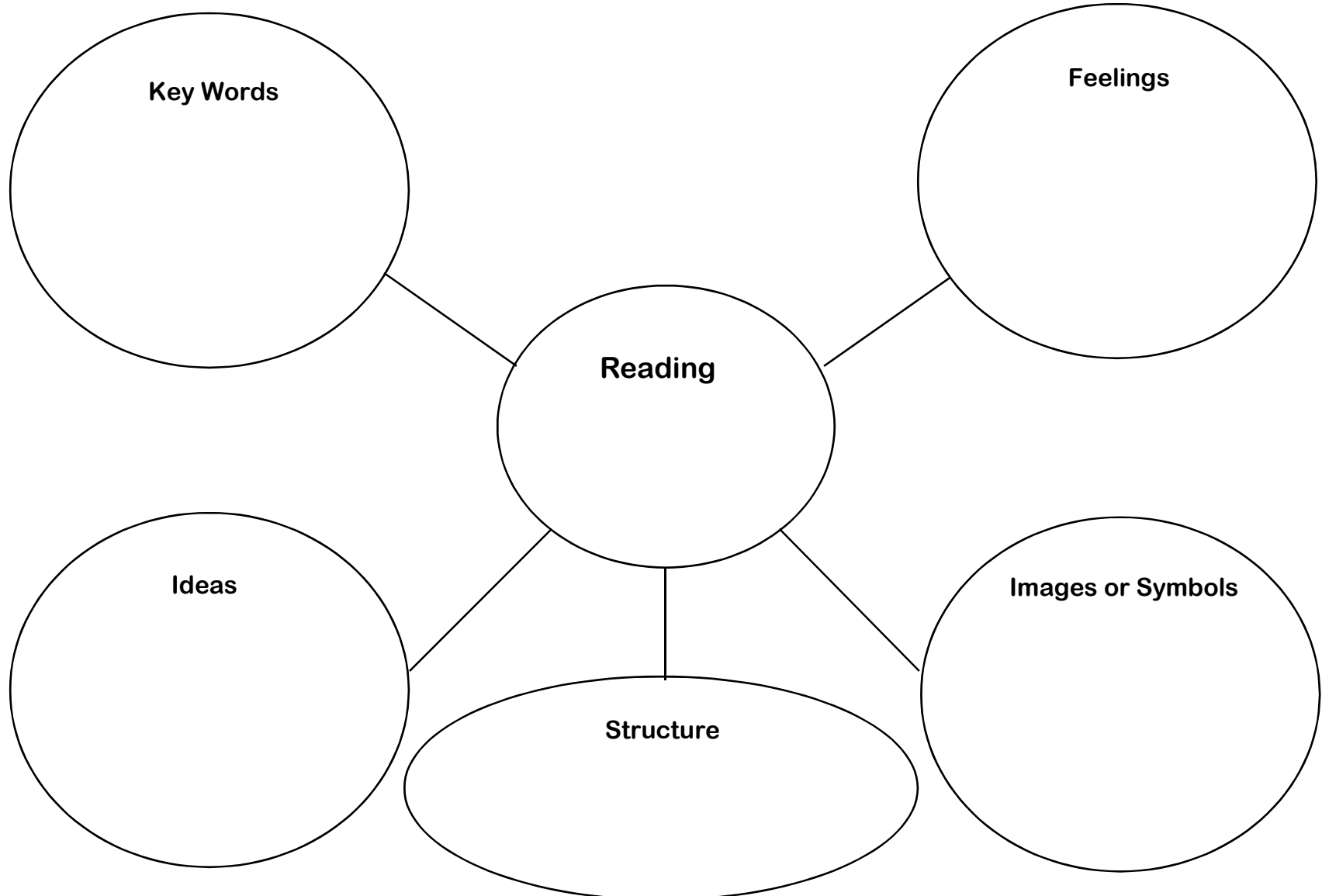
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Name _____ Date _____



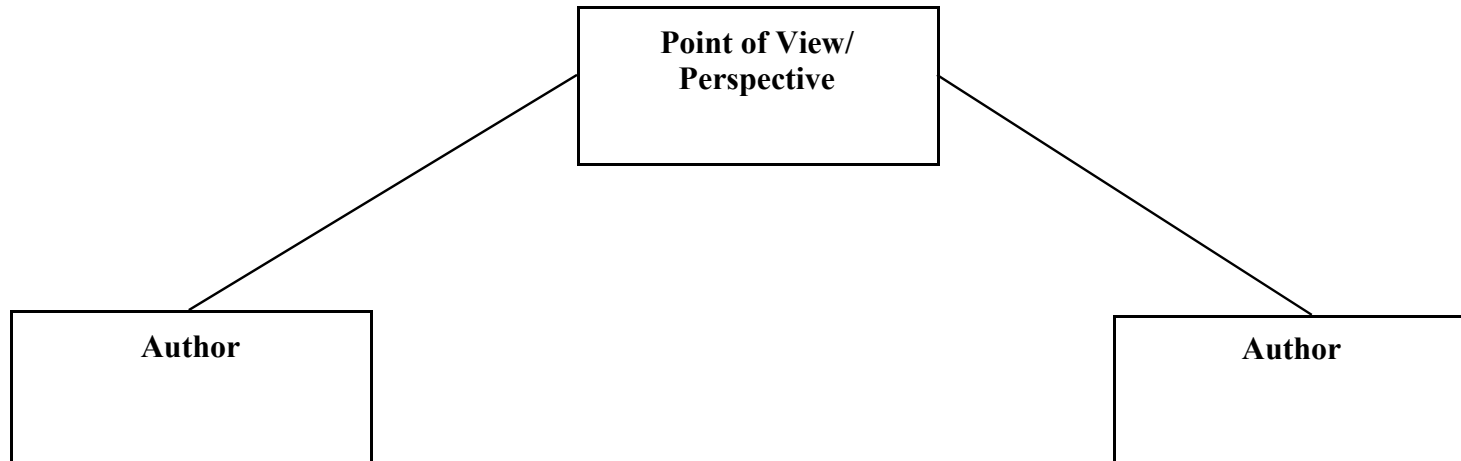
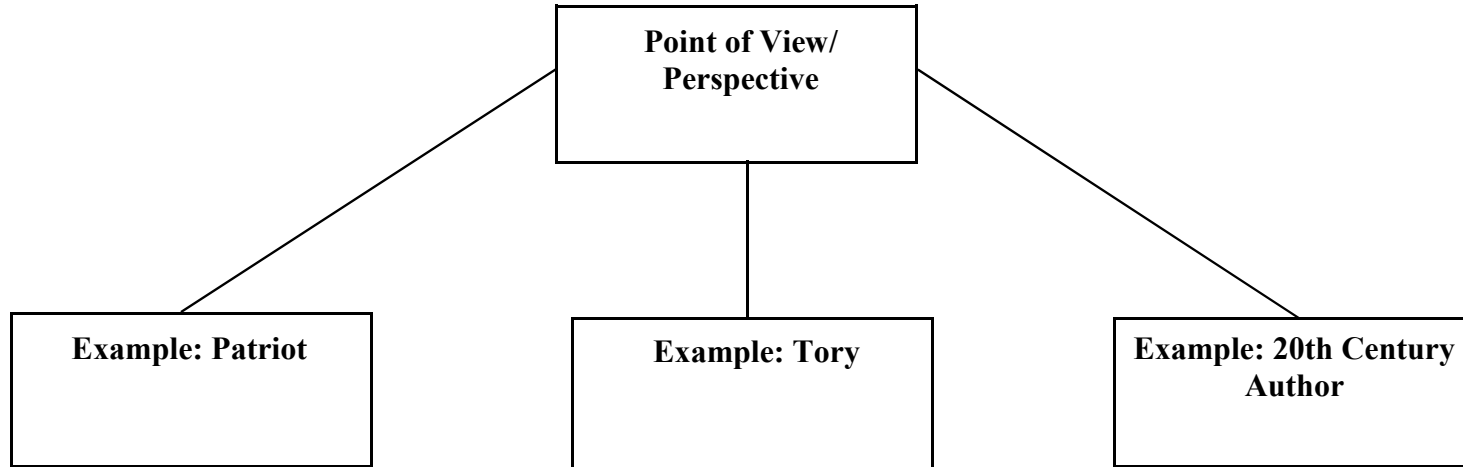
Graphic Organizer
LITERATURE WEB

Name _____ Date _____



GRAPHIC ORGANIZER
POINT OF VIEW/PERSPECTIVE

Name _____ Date _____



GRAPHIC ORGANIZER
HAMBURGER AND DAGWOOD MODELS
FOR PERSUASIVE WRITING

HAMBURGER MODEL

The Hamburger Model is to provide students with a useful metaphor to aid them in developing a persuasive paragraph or essay. The model should be introduced by the teacher, showing students the top bun and the bottom bun represent the introduction and conclusion of any persuasive writing piece. The teacher should note that the reasons given in support of the thesis statement are like the meat and vegetable in a hamburger, providing the major substance of the sandwich. Elaboration represents the condiments in a sandwich, the ketchup, mustard, and onions that hold the sandwich together, just as examples and illustrations hold a persuasive writing piece together.

Teachers should show students example of hamburger paragraphs and essays and students find the bun, hamburger and condiments. Discuss how “good” each sandwich is.

Teachers may now ask students to construct their own “hamburger” paragraphs. After students have constructed their own paragraphs, teachers may use peer and self assessments to have students judge their own and one another’s writing.

What is the “top bun” or topic and opinion statement of the paragraph?

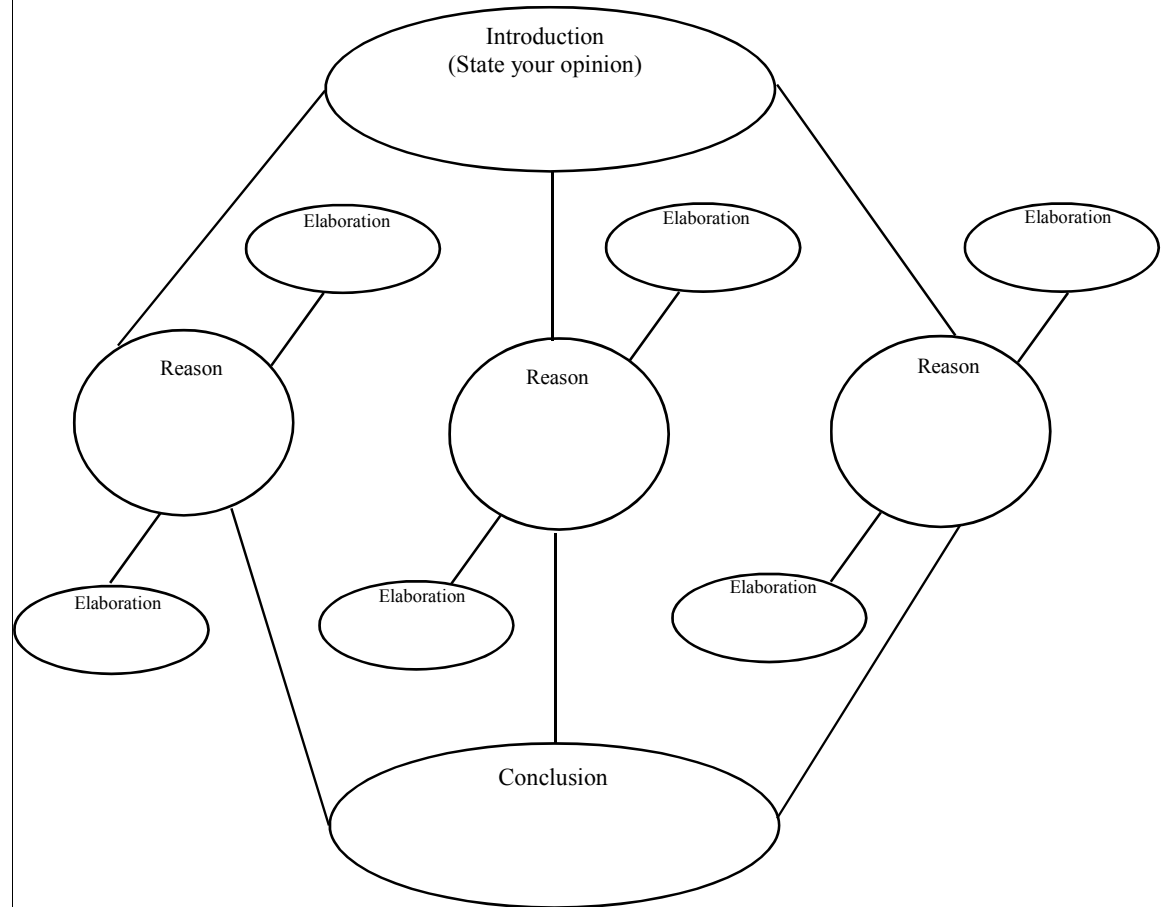
What is the writer’s “meat” or supporting information? How many reasons does the author provide? Are they convincing reasons?
How did the writer add details and examples or extra fixings to the paragraph?

What is the “bottom bun” or conclusion to the paragraph?

DAGWOOD MODEL

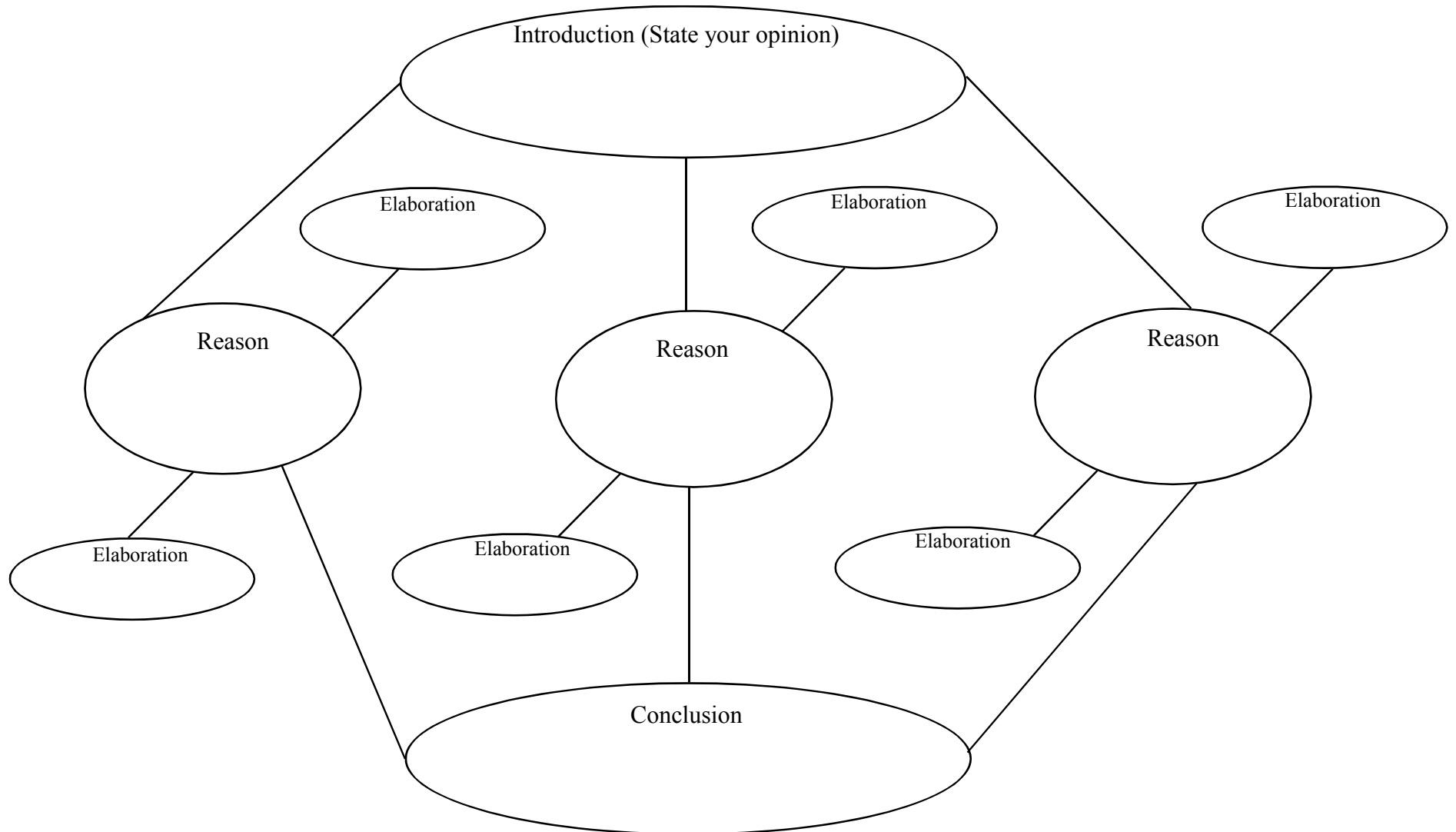
The Dagwood Model or Club Sandwich is an elaborate version of the Hamburger paragraph or essay.

HAMBURGER MODEL



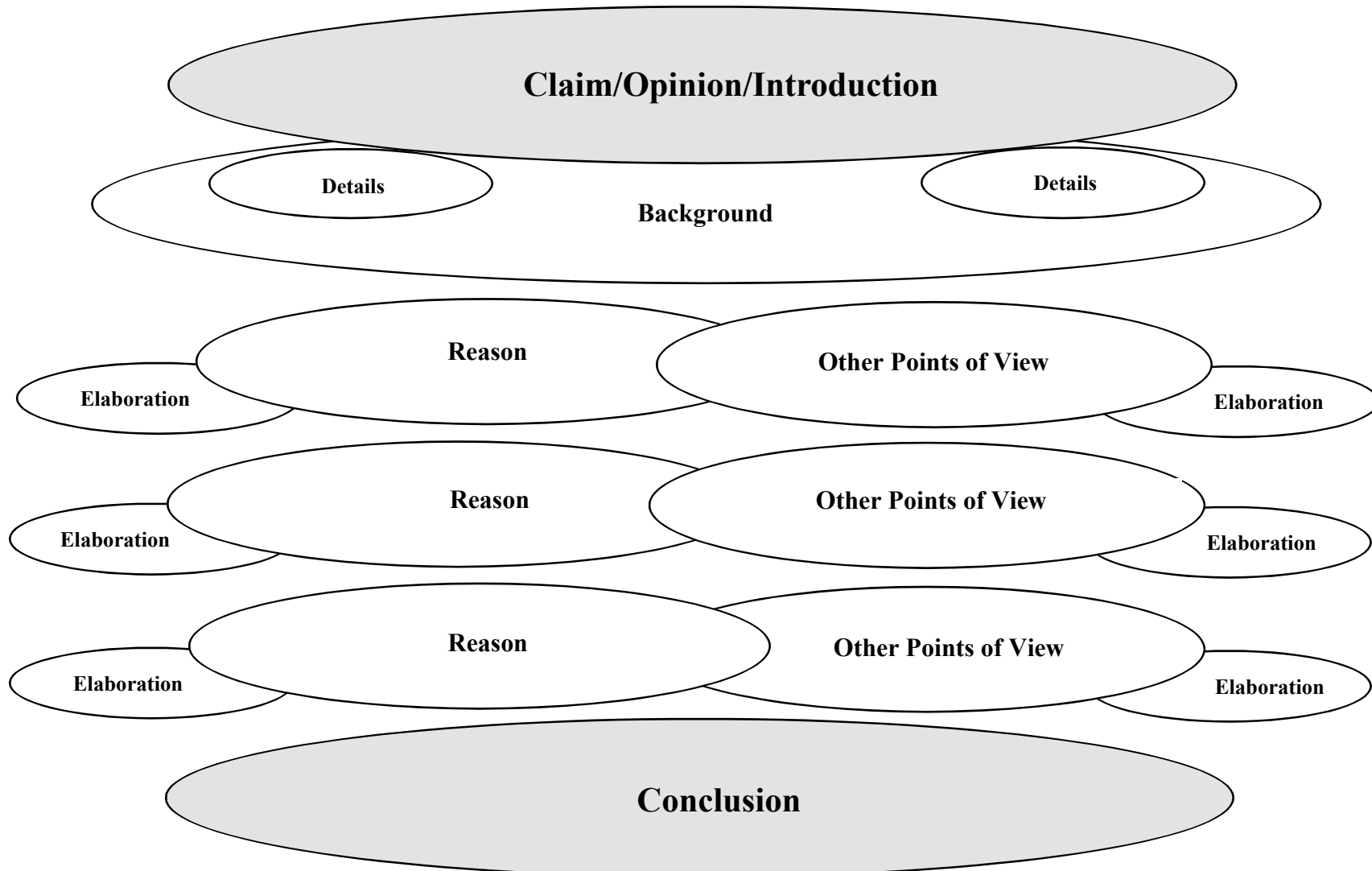
GRAPHIC ORGANIZER
HAMBURGER MODEL

Name _____ Date _____



GRAPHIC ORGANIZER
DAGWOOD

Name _____ Date _____



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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENGLA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/ Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Social Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input checked="" type="checkbox"/> Challenging Social Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Social Science <input type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> <p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				