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Dramatic Literacy Lessons: Meeting the Speaking Standard of the Iowa Core Curriculum

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DRAMATIC LITERACY LESSONS:
MEETING THE SPEAKING STANDARD OF THE IOWA CORE CURRICULUM

A Thesis Project
Submitted
in Partial Fulfillment
of the Requirements for the Designation
University Honors

Ashley Brandt
University of Northern Iowa
December 2010

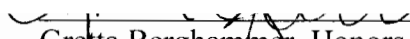
This Study by: Ashley Brandt

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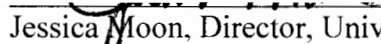
Date



Gretta Berghammer, Honors Thesis/Project Advisor

12/20/10

Date


Jessica Moon, Director, University Honors Program

Dramatic Literacy Lessons: Meeting the Speaking Standard of the Iowa Core Curriculum

Introduction

The Iowa Core Curriculum is a relatively new concept in Iowa, having just been approved May 21, 2009, and is designed to align with the subjects math and language arts with the National Common Core State Standard Initiative. There are currently very few resources available for teachers to gain the knowledge, expertise, and Iowa Core Curriculum specific lesson plans they may need to teach “essential concepts and skills”. The focus of this thesis is to create a unit of lessons that are directly linked to the new ideas presented in the Iowa Core Curriculum for the Speaking skill sets of the Literacy core content standards for grades 3-5. These lessons specifically demonstrate how drama methodologies can be used to meet the Speech skill sets within the Literacy standards.

Source Review

The success of any organization is contingent upon clear, commonly defined goals.

A well-articulated focus unleashes individual and collective energy. And a common focus clarifies understanding, accelerates communication, and promotes persistence and collective purpose

(Rosenholtz, 1991).

In the early 1900s it was said that the only subjects that needed to be taught at school were reading, writing, and arithmetic. Over the years, many subjects have been subtracted and added to the curriculum. As the second decade of the 2000s begins, there has been a national shift back to these basics. The difference for today’s schools is that there are now content standards, benchmarks, and grade level expectations each teacher is supposed to deliver within his/her classroom lessons. In the 1990s teachers in Iowa used a series of curriculum frameworks that were based on national standards that were developed in response to the No Child Left Behind legislation. Now, teachers in Iowa will rely on the Iowa Core Curriculum which will be implemented by every school district in Iowa.

Throughout the years, support for a core curriculum has waxed and waned, but “national standards have long been the third rail of education politics” (Isaacson, 2009, p. 1). President Dwight D. Eisenhower was one of the first to speak openly about the need for a clear set of goals for education

in the U.S.A. Nearly a decade later, President Richard Nixon spoke against standards, but said that schools needed to find a way to improve their performance. *A Nation at Risk* was published in 1983 detailing the desperate need our schools had for reform (Scherer, 2001). In 1989, President George H.W. Bush held an education summit with the nation's governors discussing a need to set national goals.

Finally, after decades of talk, President Bill Clinton signed the Educate America Act, which created voluntary standards for arts, civics, geography, social studies, language arts, history, science, and foreign languages. These were to be supported by the National Education Standards and Improvement Council. By 1995, the history standards had been denounced as faulty, and in 1996 the Standards Council was dispersed (Cavanagh, 2010). According to Cavanagh (2010), "one of the lessons of the 1990's was that the specter of a federally led effort would invite political controversy" (p.9). It is this same controversy that then spills over into division in the public arena.

The United States' political parties become breeding grounds for debates. As Issacson states, (2009) "the right chokes on the word *national*, with its implication that the feds will trample on the states' traditional authority over public schools. And, the left chokes on the word *standards*, with the intimations of assessments and testing that accompany it" (p. 3). Yet, even with the immense negative political pressure put on standards, they keep reappearing in our national talk. The United States poor performance on international tests is one of the things driving this recent interest in standards (Cavanagh, 2010). People have long talked about the schools in the United States falling behind its economic competitors. Now, tests like the TIMMS and the PISA show U.S. students scoring behind countries such as Finland, Singapore, and South Korea (Cavanagh, 2010). Thus, the question arises; how does the United States continue to grow as an economic power when the students are falling behind?

Because of this, Fandel (2009) asserts that there is a growing feeling that schools need to prepare all students for "a world in which many will compete for jobs globally" (p. 12). Out of this feeling came a movement called the Common Core State Standards Initiative, released to the general public in September 2009. This is a state led effort made up of 48 states, 2 territories, and the District of Columbia. It is coordinated by the National Governors Association Center for Best Practices and the

Council for Chief State School Officers. These standards are meant to be used as general frameworks by states and are “benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace” (NGA Center, 2010, p. 9).

To ensure that all students can be competitive, the United States has to set higher expectations for all students (Gewertz, 2010). Common standards that cross state lines will guarantee that students are receiving a high quality of education; no matter what school they attend (NGA Center, 2010). As Walter Isaacson said, “Algebra should be the same for a kid in Albany, New York, as it is for one in Albuquerque, New Mexico, or for that matter in Beijing or Bangalore” (2010, p. 4). Arne Duncan, Secretary of Education, also weighed in on this issue by stating, “If we accomplish one thing in the coming years, it should be to eliminate the extreme variation in standards across America. I know that talking about standards can make people nervous, but the notion that we have 50 different goalposts is absolutely ridiculous” (Isaacson, 2009, p. 3).

Establishing standards that are more uniform will also make the American Educational System more efficient, streamlined, and easier to work with (Cavanagh, 2010). If all teachers are covering the same material, in roughly the same way, and at roughly the same time, students will know what to expect no matter what classroom they enter. Along with covering what is grade appropriate, the standards also highlight what constitutes best practice for teachers.

Iowa is making efforts to align the Iowa Core Curriculum to standards and teaching approaches embraced by the Common Core Initiative. To that end, Iowa has identified four primary instruction and learning approaches central to the Iowa Core Curriculum: (Iowa Dept. of Education, 2009).

- collaboration with peers
- differentiated/inclusive instruction
- hands on or experiential learning
- engaging/authentic material

As the Iowa Core Curriculum stated (2010), “The core curriculum is not course-based, but rather is a student-based approach that supports high expectations for all students” (p.21).

Many reasons exist for encouraging collaboration among students, but the main rationale is that “collaboration helps students gain an appreciation of themselves, others, and the world” (Iowa Dept. of Education, 2010, p. 13). If students learn to work in cooperative and small-group settings, they will have the skills needed to succeed in our 21st century economy. Companies today expect employees to be able to “collaborate and work productively with others emphasizing collaborations and cultural awareness [in order] to produce quality work” (Partnership for 21st Century Skills, 2008, p. 16). Thus, to be successful requires teamwork in the world of today.

Collaboration directly connects to differentiated and inclusive instruction. Classrooms today reflect the diversity of society, and this includes a diversity of academic ability. The Iowa Core Curriculum (2009) points out that “challenging instruction yields positive student outcomes” and that this occurs most often in a mixed ability setting (p.24). Allowing for mixed abilities in students means differentiating instruction for those different aptitudes. In Iowa, it is required that all teachers use differentiated delivery, allowing students multiple entry points into the same subject (Iowa Dept. of Education, 2009, p. 19). Permitting all students to participate in every classroom instruction makes sure that the entire class is working towards the same goal. Any sort of organization succeeds the best when all participants have their oars in the water and are rowing in the same direction (Schmoker, 1999, p. 3).

Hands-on or experiential learning is also included in the roster of effective teaching methods. “The most powerful models of instruction are interactive”, and when students are interacting with their lessons, their level of engagement increases greatly (Means, 1997, p. 11). The Literacy core content standard stated that (2010) “the more students engage...the deeper their conceptual understanding and motivation to learn becomes” (p. 21). It is perfectly logical that students who are doing hands-on learning will be receiving minds-on knowledge as well.

Using the arts, and in particular, via drama methodologies, there is a way to meet these four best-practices. The National Arts and Education Network (2009) stated that the arts are “fundamental to the healthy development of our children's minds and spirits” (p. 1). The arts provide a different sort of learning that is essential for growing children. Through drama, students can begin to understand how humans work together, why empathizing with other people is important, and how to internalize other points of views (Wagner, 1998). Drama provides the medium through which to experience other people's lives, traditions, and cultures. Teachers also report that students remember content better because they are able to “create and actively express the deeper meaning of that content” (McDonald, 2006, p. 45).

Drama is able to be collaborative because it is inherently a shared experience. It always includes working with others in order to develop and expand on ideas. Group members use language in a meaningful way so that they are able to contribute to the overall group effort (McDonald, 2006). The “shared experiences” students get from dramatic activities develop a strong sense of community in the classroom (Prendiville, 2007). So, collaboration causes community, which in turn leads to more open and inviting cooperation. It is a circle of positive feedback in the classroom.

Another constructive outcome that stems from using drama methodologies is that of differentiated and inclusive learning. Prendiville points out that (2007) “drama is an inclusive way of working because it is structured on the principal of respect for persons,” all students speak and contribute to the development of the drama and each is valued for his/her individual viewpoints and opinions (p. 18). Along with being inclusive to different ways of thinking, drama reaches out to students who would normally be placed in low ability groups that only focus on skills work. According to the behavioral theorist Vygotsky, social activities, like dramatic play, engage both the intellect and the emotions of children with learning disabilities and allows them to join the community of learners in their classroom (Wagner, 1998).

Drama methodologies also provide for hands-on or experiential learning. Experiential learning, in its essence, means students being up, out of their seats, and actively involved. Since kids learn best by

doing, it only makes sense that “hands-on and minds-on activities with and through the arts allow students to explore content in new ways” (McDonald, 2006, p. 55). This exploration happens when students use enactive learning. Enactive learning is when knowledge is gathered through doing, not passive listening, and “drama, because it is always in part enactive, can thus engage even preschoolers” (Wagner, 1998, p. 5).

Engaging students of all ages with authentic material is an additional incentive for using drama in the classroom. Students who are focused on what is happening in a particular lesson are not distracted as often and do not behave negatively as often, thus posing fewer classroom management problems for teachers (Prendiville, 2007). Mrs. Sandoval, a lead teacher in her elementary school who integrates drama into the classroom, agrees that “by using drama, I contributed to the students’ literacy development because they are fully engaged...” (McDonald, 2006, p. 71).

Drama use in the classroom supports the four main teaching and learning approaches taken from all current standards. As noted above, the collaborative nature of drama methodologies lends itself to inclusive learning and the hands on characteristics provide for engagement. “Educational drama is profoundly effective in helping students create meaning and deepening their understanding of any subject” (Wagner, 1998, p. 4).

Central Themes

For this thesis, the Iowa Core Curriculum Speaking skills sets of the Literacy core content standard are addressed using drama methodologies. While the Speaking skill sets are included within the Literacy standards, not all of the lessons are specifically literacy centered. Literature is used more as a tool to meet those skills sets than as the basis for the lessons. These Speaking skill sets can be found in Appendix A.

Methodology/Process

In order to accomplish this, summer 2010 I worked on gathering ideas for lessons from sources such as, online resources and books, for grades 3-5. When fall semester started, I created 2-3 lessons per week. These were turned in on a bi-weekly basis to my advisor for review. On Friday, September 10, I

advisor by Friday, November 12, 2010. I submitted a completed rough draft to the Writing Center for review by 4:00 p.m. on Monday, November 15, 2010. After that, I presented my research during week 16, specifically on December 10, 2010. A final copy of my Honors Thesis, including the completed signature page, was submitted to the Honors Program office by 4:00 p.m. on Monday, December 13, 2010.

My thesis took the form of a unit of lessons. It was available in a paper format that I will keep. The lessons were also submitted to online lesson databases for possible inclusion. The lessons created were based on the template produced in *Understanding by Design*, a lesson plan format created by nationally recognized educators Grant Wiggins and Jay McTighe. This template was a “framework for designing curriculum, assessments, and instruction” that is meant to lead students to a deeper understanding of content and to help teachers integrate state and provincial standards into their lessons (ASCD, 2010). This template can be found in Appendix B.

Each lesson plan included objectives based on the ABCD formula and stemming from the Iowa Core Curriculum Standard and Skill Set. A is the audience to whom the objective is applied. B is the behavior or observable result the audience will do. C is the condition or specific situation during which the objective must be met. D is the degree of how well the audience must be considered proficient (Kruse, 2009). The assessment for each lesson will “measure effective learning and assess student’s progress by reference to stated learning objectives” (MSUBT, 2006, p. 8).

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 - The Life of Sacagawea
 - News Plays
- Unit 2- Westward Expansion (p. 25-48)
 - To Go or Not to Go That is the Question
 - Pioneer Children
 - Life and Times on the Trail
 - Settling Down
 - Environmental Concerns
 - The Native Americans of the West
- Unit 3- Plains Native Americans (p. 49-58)
 - Native American Legends
 - Living History Museum

Unit Outline

Corps of Discovery

Grade-3

Length- 10 Lessons of approximately 1 hour each; I picked 3 lessons out of the unit to meet the Speech Skill Sets

Unit Objective- Through the use of literature and drama, students will broaden their knowledge and appreciation of the Lewis and Clark expedition.

Assessment- Assessment will be varied and ongoing. Evaluation of written activities will be based on rubrics provided prior to the lesson and discussed with the students. Students will be assessed according to their participation and completion of assigned tasks and projects.

Overview

- A. Part 1 deals with why the Corps of Discovery was created.
 - What role did Manifest Destiny play in the creation of the Corps?
 - Why was it important to explore the region between the Mississippi river and the Pacific Ocean?
- B. Part 2 deals with the day-to-day experiences of the expedition.
 - How did each member of the group contribute to the overall success of the expedition?
 - How did the Native Americans contribute to the overall success of the expedition?
- C. Part 3 deals with the effects their expedition had on the United States.
 - How were their detailed reports used?
 - How did this expedition open the road for westward expansion?

Literature

- Teacher Read
 - Fiction: N/A
 - Non-Fiction:
 - 1. Sacagawea by Lisa Erdrich
- Student Read
 - Fiction:

1. Seaman's Journey: on the trail with Lewis and Clark by Patricia Eubank
- Non-Fiction:
 1. The Great Expedition of Lewis and Clark by Private Reubin Field
 2. American slave, American Hero: York of the Lewis and Clark Expedition by Laurence Pringle
 3. Sacagawea: Westward with Lewis and Clark by Alana White
 4. Sacajawea : the story of Bird Woman and the Lewis and Clark Expedition Joseph Bruchac
 5. Sacagawea : a photo-illustrated biography by Barbara Witteman
- Website:
 1. <http://www.lewis-clark.org/content/content-channel.asp?ChannelID=353>
 2. http://www.brainboxx.co.uk/a3_aspects/pages/dramalist.htm

Dramatic Activities

- Games
 1. No, you can't take me!
 2. Snap Shots
 3. Wooden Spoon Activity
- Dramas
 1. Interview
 2. Role Play
 3. News Play

Corps. Of Discovery-Lesson Plan 1

Lesson Title: The Other Members of the Corps.

Developed By: Ashley Brandt

Date: 9/28/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Participate in a variety of communication situations.
 - Iowa Core Curriculum Skill Set- Conduct Interviews
2. National Common Core
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

b. Writing

1. Iowa Core Curriculum Standard- Write in a variety of genres.
 - Iowa Core Curriculum Skill Set- Autobiographies
2. National Common core
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

c. Reading nonfiction texts

1. Iowa Core Curriculum Standard- Use comprehension strategies.
 - Iowa Core Curriculum Skill Set- Summarize.
2. National Common core
 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

d. Objectives

1. Students will research people who contributed to the Corps. of Discovery
2. Students will enhance oral communication skills through the use of interview techniques.
3. Students will sharpen reading skills through content reading.
4. Students will practice writing summaries.

II. Assessment Evidence

a. Performance Task

1. Interview
2. Summary

b. Criteria

1. Students will demonstrate through preparation and research their knowledge of the person they chose from the Corps. of Discovery.
2. Students will include thoughtful questions in the interview, allowing the interviewee to provide complex/detailed answers.
3. The summary will be graded on a rubric.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Play No, you can't take me! The class is split up into groups of four and each is given a different room in the house. They must become things commonly found in that room (i.e. a couch in the living room) and then think why that object is important to the room. The teacher will come around and pretend that the room is too cluttered and something must be thrown out. I think I will throw out this useless thing. Students reply with "no, you can't take me!" "Why not?" The student answers, without mentioning the name of his object, in this form: "If you take me away. . ." followed by something that would go wrong without the object. (i.e., if the student is pretending to be the bed, she might say, "If you take me away, no one will get any sleep.")
- Once all the students have had their say, the audience tries to guess what room they are in, and then what object each student is. Then the teacher moves on to the next group.
- "So, were all the objects in your room important? Do you think that also applies to other things, like our school for instance? Who/what is important in our school?"
- "Does this also work for the Corps of Discovery then? We have learned a lot about Lewis and Clark so far, but what about the rest of the team, were they important to its success too?"

2. Step-by-Step Procedures

- "Today, in partners, we are going to choose one member of the expedition and use a website on the computer, plus some resource books, to research that person. Once you have researched your person, the pairs will conduct an interview of that person.
- In this interview, one person will be the member of the expedition and one will be the interviewer. You should tell what job that person had in the Corps, and how they contributed to the expedition. The interview should be no more than 2-3 minutes long.
- Here is a list of people from the group, raise your hand if you see a name you want. Make sure to keep good notes while researching of that person."
- Students will use the website <http://www.lewis-clark.org/content/content-channel.asp?ChannelID=56> and resource books listed in materials, to look up their chosen person.
- The students will work in pairs to write a short interview.
- The students will then present their interview in front of the whole class.

3. Closure

- To finish, we are going to play a lightening round of No, you can't take me! Take 20 seconds to talk to your partner about the most important contribution of your person. When I point at you tell me why I shouldn't take you out of the corps of discovery.
- Students will confer with each other and then tell the class why their person should be in the corps.

- “Please take home the notes you kept and write a one paragraph summary of the person you researched. Check the rubric if you have any questions.”
- b. Steps for Students
 1. Participate in No, you can’t take me game.
 2. Choose peer partner and person to research.
 3. Use available resource books and resource website for research.
 4. Keep detailed notes while researching.
 5. Write and perform a 2-3 minute interview.
 6. Pay close attention while peers perform their interview.
 7. Participate in Corps of Discovery version of No, you can’t take me.
 8. Take home notes and write one paragraph summary of person researched.
 - c. Materials
 1. The Great Expedition of Lewis and Clark by Private Reubin Field
 2. American slave, American Hero: York of the Lewis and Clark Expedition by Laurence Pringle
 3. Seaman’s Journey: on the trail with Lewis and Clark by Patricia Eubank
 - d. Approximate Time
 1. 1 hour overall
 2. 10 minute opener
 3. 20 minute research/prepare with partner time
 4. 25 minute presentation time
 5. 5 minute closer
 - e. Modifications/Adaptations/Extensions
 1. Students who are lower level writers will be given a paragraph that starts with a prompt to write their summaries on.
 2. Students who are higher level readers will have the option of looking at the below books for resources.
 - Sacagawea: Westward with Lewis and Clark by Alana White
 - The Lewis and Clark Trail: Then and Now by Dorothy Patent
 3. If students get done early, they will have the option of drawing a picture of their person, getting started on their summary paragraph, or free-reading in the Lewis and Clark collection books.
 - f. Resources
 1. No, you can’t take me! From - http://www.michaelcoady.com/drama_education/matless2.htm
 2. Research Webside- <http://www.lewis-clark.org/content/content-channel.asp?ChannelID=353>

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Important Person Summary

Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
				Total---->	_____

Teacher Comments:

Members of the Corps of Discovery

Civilians:

Toussaint Charbonneau, Interpreter
 Sacagawea, Interpreter
Jean Baptiste Charbonneau
 Pierre Dorion, Interpreter
 George Drouillard, Interpreter
 Joseph Gravelines, Interpreter
York, Slave of William Clark

Engagés-(Hired Boatmen):

E. Cann
 Charles Caugeé
 Joseph Collin
 Jean Baptiste Deschamps
 Charles Hebert
 Jean Baptiste La Jeunesse
 La Liberté
 Etienne Malboeuf
 Peter Pinaut
 Paul Primeau
 François Rivet
 Peter Roi

Lewis' Newfoundland Dog:

Seaman

Enlisted Men:

Sgt. Charles Floyd
Sgt. Patrick Gass
Sgt. John Ordway
Sgt. Nathaniel Hale Pryor
Cpl. Richard Warfington
Pvt. John Boley
Pvt. William E. Bratton
Pvt. John Collins
Pvt. John Colter
Pvt. Pierre Cruzatte
Pvt. John Dame
Pvt. Joseph Field
Pvt. Reubin Field
Pvt. Robert Frazer
Pvt. George Gibson
Pvt. Silas Goodrich
Pvt. Hugh Hall
Pvt. Thomas Proctor Howard
Pvt. François Labiche
Pvt. Jean Baptiste Lepage
Pvt. Hugh McNeal
Pvt. John Newman
Pvt. John Potts
Pvt. Moses B. Reed
Pvt. John Robertson
Pvt. George Shannon
Pvt. John Shields
Pvt. John B. Thompson
Pvt. Ebenezer Tuttle
Pvt. Peter M. Weiser
Pvt. William Werner
Pvt. Isaac White
Pvt. Joseph Whitehouse
Pvt. Alexander Hamilton Willard
Pvt. Richard Windsor

Corps. Of Discovery-Lesson Plan 2

Lesson Title: The Life of Sacagawea

Developed By: Ashley Brandt

Date: 9/29/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Participate in a variety of communication situations.
Produce a coherent message; effective speakers use clear language to organize and connect their thoughts and ideas.

- Iowa Core Curriculum Skill Set- Collaborate with peers.
Choose language and vocabulary appropriate to the message and the audience.

2. National Common Core

- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand the role of culture and cultural diffusion on the development and maintenance of societies.
 - Iowa Core Curriculum Skill Set- Understand ways culture affects decisions of a society, group or individual.

2. National Common core

- N/A

c. Reading nonfiction texts

1. Iowa Core Curriculum Standard- Use comprehension strategies.
 - Iowa Core Curriculum Skill Set- Create visual images

2. National Common core

- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

d. Objectives

1. Students will research an important life event of Sacagawea.
2. Students will enhance oral communication skills through the use of collaboration with during group work and dialogue during the performance.
3. Students will sharpen reading skills through using content books as research tools.

II. Assessment Evidence

a. Performance Task

1. Drama and tableau

b. Criteria

1. Students will demonstrate through preparation and research their knowledge of the important life events of Sacagawea
2. Students will include thoughtful dialogue in their drama reflecting their research.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Play Snap Shots. A number of simple scenes have been written on the board (see below for examples). Students are split into groups of 3-5 and given a “snap shot” from the board to take. They are to arrange themselves as if they picture was just being taken. For example; for the family vacation photo, perhaps they are on a beach and they are lying down, enjoying the sunshine.
- Now, still in those same positions, ask the kids to come up with something the people might be saying to each other, either right before or after the picture was taken.
- Play continues until all groups have tried all snap shots.

2. Step-by-Step Procedures

- Teacher will read Sacagawea by Lisa Erdrich. As she is reading, students will be asked to pay close attention to the details of her life.
- “Now that the story is read, we are going to do a retelling of it, but we are going to snap shot are retelling of it. As a class, we will decide what the most important events in Sacagawea’s life are. Then, each group will be assigned an event. As a group, you will decide on some dialogue that might have been said during that event. At the end of your 2-3 minute drama, you will freeze in snap shot of that scene.”
- “We will continue to do this for all the groups. You may use any of the resource books for ideas for dialogue or movement and for the last frozen picture at the end. Be deliberate with your dialogue, every word must be important to tell us what the scene is and why it was important in her life.”
- Students will develop their drama and snap shot in groups of 3-4.
- One group at a time will then come up, perform their drama, freeze, and have their place taken by another group.

3. Closure

- “Let’s discuss what we have learned about Sacagawea. What was her life like? What did she contribute to the Corps of discovery? What she important to it? Why? So, just like we learned with all the other members of the corps the other day, each member contributed an important part to it.”

b. Steps for Students

1. Actively participate in the snap shot game.
2. Pay attention during the reading of Sacagawea by Lisa Erdrich.
3. Contribute to the list of important events.
4. Contribute in group to dialogue and movement of drama.
5. Attend to other groups while they are performing.
6. Perform own drama and tableau.

c. Materials

1. Sacagawea by Lisa Erdrich
2. Sacagawea: Westward with Lewis and Clark by Alana White

3. Sacajawea : the story of Bird Woman and the Lewis and Clark Expedition Joseph Bruchac
4. Sacagawea : a photo-illustrated biography by Barbara Witteman
- d. Approximate Time
 1. 1 hour overall
 2. 10 minute opener
 3. 20 minute research/prepare with partner time
 4. 25 minute presentation time
 5. 5 minute closer
- e. Modifications/Adaptations/Extensions
 1. If time permits during the unit, all the tableaux will be performed together for another class or for parents on a parent night at school.
 2. Both lower level and higher level resource books are available for higher and lower readers.
- f. Resources
 1. http://www.brainboxx.co.uk/a3_aspects/pages/dramalist.htm
 2. Scagawea and the Lemhi Shoshoni: Contribution to the Lewis and Clark Expedition by Alice Higgins and Trisha Evans

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Possible Important Events

Event 1: Sacagawea was born in approximately 1787 to a Shoshoni woman who was part of a Native American tribe that lived in the Rocky Mountain area of Northwestern United States. Her name means “Bird Woman” in the language of the Shoshoni.

Event 2: When she was a young girl, she was captured by an enemy Native American tribe called the Hidatsa, and sold to a Missouri Mandan Native American.

Event 3: Sacagawea was then sold to a French Canadian fur trader named Toussaint Charbonneau. Charbonneau married Sacagawea (she was at this point 16 years old) and she was pregnant.

Event 4: When Sacagawea was about nine months pregnant, her husband was hired by Lewis and Clark (sent by President Thomas Jefferson to explore the Louisiana Purchase) to be an interpreter. They were in the North Dakota area in the winter of 1805 where they all settled down to wait out the long, cold winter before setting off west again.

Event 5: Sacagawea’s baby was born in this North Dakota camp during the winter of 1805. She named her little boy Jean Baptiste but called him Pompey.

Event 6: In the spring of 1805 Lewis and Clark set out west again. They were trying to find a water route to the Pacific Ocean and were following the Missouri River westward. Charbonneau and Sacagawea, with Pompey strapped to her back, traveled with them. Lewis and Clark soon found out that Sacagawea was much more help than her lazy husband.

Event 7: The exploring party followed the Missouri River to its source in the foothills of the Rocky Mountains. By this time, it was late summer of 1805. Winter would soon set in and the explorers realized that there was no water route to the Pacific. They had to get out of the mountains or they would freeze and starve to death. They needed horses to do this.

Event 8: A group of Shoshoni Native Americans visited the explorers' camp. Could Lewis and Clark persuade the Shoshoni to sell them horses? As soon as Sacagawea saw the leader of this tribe, she burst into tears. The man, Cameahwait, was her brother from whom she had been kidnapped many years ago.

Event 9: Lewis and Clark got their horses from the Shoshoni. They all were able to continue their expedition westward, cross the Rocky Mountains, and reach the Pacific Ocean.

Event 10: On their way back, Sacagawea and her husband remained at their Mandan village.

Snap Shots

- Family Vacation
- Birthday Party
- School dance
- Baseball game

Corps. Of Discovery-Lesson Plan 3

Lesson Title: News Plays

Developed By: Ashley Brandt

Date: 10/3/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Use appropriate content and conventions for purpose, audience, occasion, and context.

- Iowa Core Curriculum Skill Set- Collaborate with peers.

Paraphrase information gained from reading, listening, or viewing.

2. National Common Core

- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand the role of individuals and groups within a society as promoters of change or the status quo.

- Iowa Core Curriculum Skill Set- Understand that specific individuals had a great impact on history.

2. National Common core

- N/A

c. Reading nonfiction texts

1. Iowa Core Curriculum Standard- Use comprehension strategies.

- Iowa Core Curriculum Skill Set- Draw conclusions

2. National Common Core

- Use information gained from illustrations and words in a text demonstrate understanding of a text.

d. Writing

1. Iowa Core Curriculum Standard-write in a variety of genres.

- Iowa Core Curriculum Skill Set-Reviews

2. National Common Core

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

e. Objectives

1. Students will research specific examples and details from the Corps experiences.
2. Students will enhance oral communication skills through the use of group work and performance.
3. Students will sharpen reading skills through content reading.

II. Assessment Evidence

a. Performance Task

1. News Play

b. Criteria

1. Students will give specific examples and details based on Lewis and Clark's experiences.
2. Students will include thoughtful dialogue in their news play reflecting their research.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Play the Wooden Spoon Activity.
- Students stand in a circle, with the teacher holding the wooden spoon. She explains "this wooden spoon is called a prop in the drama world and that it can be anything, not just a spoon. For instance, I think it's a back scratcher." The teacher demonstrates and then passes it on to the student to her right. Each student is encouraged to come up with something different than they have heard before. (examples; a magic wand, a tennis racket, a tooth brush)

2. Step-by-Step Procedures

- Begin with a discussion about Television news. "Why do networks run news shows? Why do people watch it? What can you tell about a community by watching the local news?" (Focus on the way news can shape the opinions or perceptions of people watching it)
- "How did people get news before T.V? Newspapers, of course, but also something called Newsreels before movies in the old days. What about before movies? In medieval times, traveling minstrels would enact the news in movement and music. In many times and cultures, people made plays to tell the news. Do you think this would have shaped people's opinions differently, having someone talking straight to them instead of through a T.V. set? How do you think they would have shown events when they didn't have a camera to record it? Props were very useful for that"
- "Just like they did back then, we are going to perform our own news plays, using props I have brought in. The news you will be relating is that of the Corps of Discovery. Remember, the U.S. government was very interested in convincing people to move west, so they might be trying to shape people's opinions that way in their news plays. Also, you should use specific details and experiences we have learned about throughout this unit to make your news play. You may use any props in this bag and any books we have used during this unit."
- Students will be divided up into groups of 4-5. They are given time to write research, write scripts, and practice.
- They will then perform their news play for the class as a whole; each group will pay attention as the other groups are performing.

3. Closure

- "I want you, for homework, to write a paragraph about how your group convinced the class to move west. You can use the script your group created, along with any notes you took before writing the news play."

b. Steps for Students

1. Actively participate in the wooden spoon activity.
 2. Contribute to the class discussion.
 3. Pay attention to classmate's contribution to the class discussion.
 4. Contribute in group to dialogue and movement of news play.
 5. Perform news play for class.
 6. Attend to other groups while they are performing.
- c. Materials
1. Props
 - Wooden spoon
 - Length of cloth
 - Blanket
 - Backpack
 - Water Bottle
 - Vest
 - Pillow
 - Headband
 - Shawl
 - Pieces of cardboard
 - Newspaper
 - Plastic bags
 - Shoe box
 - Ball of twine
- d. Approximate Time
1. 1 hour overall
 2. 10 minute opener
 3. 20 minute research/prepare with group time.
 4. 25 minute presentation time
 5. 5 minute closer
- e. Modifications/Adaptations/Extensions
1. If time permits during the unit, all the dramas will be performed together for another class or for parents on a parent night at school.
- f. Resources
1. <http://www.teacherplanet.com/links/redirect.php?url=http://www.childdrama.com/lessons.html>
 2. Professor Ensworth; Elementary Classroom Management

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Unit Outline

Westward Expansion

Grade-3

Length-20 Lessons of approximately 1 hour each; I picked 6 Lessons out of the unit to meet the Speech Skill Sets

Unit Objective- Through the use of literature and drama, students will broaden their knowledge and appreciation of America's westward growth.

Assessment- Assessment will be varied and ongoing. Evaluation of written activities will be based on rubrics provided prior to the lesson and discussed with the students. Students will be assessed according to their participation and completion of assigned tasks and projects.

Overview

A. Part 1 deals with the reasons, organization, and motivations of people considering the move west.

- What needs, problems, or wants attracted people to traveling west?
- What steps were necessary for them to prepare for their journey?

B. Part 2 is the actual westward travel.

- How was their travel shaped by the obstacles faced?
- What skills were learned to combat those difficulties?

C. Part 3 is centered on settling down in the new frontier.

- How were their lives different when they settled in the West?
- What impact did the migration have on Native Americans?
- The environment?

Literature

- Teacher Read
 - Fiction:
 1. A Perfect Place: Joshua's Oregon Trail Diary by Patricia Hermes.
 - Non-Fiction:
 1. Life in the West by Teresa Domnauer

2. You Wouldn't Want to be an American Pioneer by Jacqueline Morley
3. Picture That: The Trail West by Ellen Galford

- Student Read

- Fiction:

1. Rachel's Journal by Marissa Moss
2. How to Get Rich on the Oregon Trail by Tod Olson
3. Bound for Oregon by Jean Van Leeuwen
4. Across the Wide and Lonesome Prairie by Kristiana Gregory
5. Facing West: a Story of the Oregon Trail by Kathleen Kudlinski
6. Dear Levi: Letters from the Overland Trail by Elvira Woodruff

- Non-Fiction:

1. Life in the West by Teresa Domnauer
2. You Wouldn't Want to be an American Pioneer by Jacqueline Morley
3. The Trail West by Ellen Galford
4. Growing Up in Pioneer America by Judith Josephson
5. The Oregon Trail by R. Stein

- Website: N/A

Dramatic Activities

- Games

1. Charades
2. Spontaneous Dialogue

- Dramas

1. Persuasive Speech
2. Dramatization
3. Role play from visual prompt
4. Presentation of information gathered
5. Discussion of topic from both sides
6. Hot Seat

Westward Expansion-Lesson Plan 1

Lesson Title: To go or not to go, that is the question

Developed By: Ashley Brandt

Date: 10/16/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Participate in a variety of communication situations
 - Iowa Core Curriculum Skill Set- Contribute to informal debates
2. National Common Core
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
 - Iowa Core Curriculum Skill Set- Understand the historical perspective including cause and effect.
2. National Common core
 - N/A

c. Reading nonfiction texts

1. Iowa Core Curriculum Standard- Use comprehension strategies.
 - Iowa Core Curriculum Skill Set- Engage in discussion
2. National Common core
 - Compare and contrast the most important points and key details presented in two different texts on the same topic.

d. Writing

1. Iowa Core Curriculum Standard- Write in a variety of genres.
 - Iowa Core Curriculum Skill Set- Reviews
2. National Common core
 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

e. Objectives

1. Students will examine the motivations that prompted westward movement.
2. Students will enhance oral communication skills through the use of sharing ideas in order to convince their peers and then the teacher.
3. Students will sharpen reading skills through demonstration comprehension of nonfiction books.

II. Assessment Evidence

a. Performance Task

1. Persuasive Paragraph

b. Criteria

1. Students will demonstrate through preparation and research their knowledge of the motivations that prompted westward movement.
2. Rubric below for grading of persuasive paragraph.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Have students move one at a time within a taped off portion of the room. It will be ridiculously small, obviously not enough room for everyone.
- “How many would like to move to a more open part of the room? Why?” Let students explain why they need more space.
- “Was there anyone who didn’t raise their hand? What could you say to convince them to move to a more open spot as well? Pair with a partner and come up with a convincing sentence or two to encourage people to move out of the taped off space.”
- Allow 1-2 minutes, and then have each pair share with the group.
- “The people who lived in the 1840’s felt just like you did, squished, too close, etc. So they, like you decided they needed to move somewhere that was more open, with room to move around. But what were some specific reasons people moved west?”

2. Step-by-Step Procedures

- “In our last unit, we learned how the Corps. of Discovery made its way across western America. We made our own news plays that might have been shown to people of that time to convince them to move west. We’re going to read some more about what might have been part of the decision to move West or not.”
- Teacher reads aloud from *Life in the West* through page 11 and *You Wouldn’t Want to be an American Pioneer* through page 9.
- “What were some things that caused people to want to move West? What caused some people to not want to go? What was the effect of this?”
- “Now, I’m going to split the class in half. Half will be for moving West and half for staying put. Each person is responsible for writing a persuasive paragraph for either moving or staying, depending on the side you are on, but both are based on what you just had read to you. We have been learning about persuasive paragraphs, so you should know how to set them up.”
- You may use the books I read today or anything you remember from the Corps. of Discovery unit. After the paragraphs are written, I will pair you up and you will try to convince your partner to stay or go. As a pair, decide which person was most convincing.”
- Allow time for students to write persuasive paragraph.
- Pair up students to share paragraphs and to convince each other.

3. Closure

- Have students line up on either side of an “alley”, one side being for going and one against. Depending on what the pairs decided, one might have more people than the other.
- “I am going to walk down this alley and you will be my conscience. As I pass each pair I will pause, and you tell me one reason to go or stay. At the end I will have decided which side was most convincing and helped me to decide whether to go or not.”
- Teacher walks down alley made by students, listening to comments from each pair, at the end the decision will be made that it is a good idea to go West after all.

b. Steps for Students

1. Actively participate in the anticipatory set.
2. Pay attention during the reading of *Life in the West* by Teresa Domnauer and *You Wouldn't Want to be an American Pioneer* by Jacqueline Morley.
3. Write paragraph for or against moving West.
4. Actively try to convince peer of moving or not.
5. Contribute to conscience alley.

c. Materials

1. *Life in the West* by Teresa Domnauer
2. *You Wouldn't Want to be an American Pioneer* by Jacqueline Morley

d. Approximate Time

1. 1 hour overall
2. 10 minute opener
3. 20 minute research and write paragraph time
4. 15 minute presentation to partner time
5. 15 minute closer

e. Modifications/Adaptations/Extensions

1. An extension for higher students might be to write a whole page instead of just one paragraph.
2. One book read aloud was lower level and one higher level. Resource books are available for higher and lower readers.

f. Resources

1. <http://edweb.sdsu.edu/T2ARP/quest/journeys/westlessons.html>

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Rubric for Persuasive Paragraph

Level 4 The paragraph:	<ul style="list-style-type: none"> -is clear, logical, and addresses the needs of the audience -has a strong, clear topic sentence stating the writer's opinion -has 3 or more supporting details with elaboration. -includes a concluding statement that restates the author's point of view -has few, if any errors in spelling, grammar, capitalization and punctuation
Level 3 The paragraph:	<ul style="list-style-type: none"> -is clear and addresses the audience -has a clear topic sentence stating the writer's opinion -has 3 or more supporting details, some with elaboration. -includes a concluding statement that restates the author's point of view -has few errors in spelling, grammar, capitalization and punctuation
Level 2 The paragraph:	<ul style="list-style-type: none"> -has a topic sentence that does not clearly state the author's opinion -has less than 3 or more supporting details -may not have a concluding statement -has several errors in spelling, grammar, capitalization and punctuation
Level 1 The paragraph:	<ul style="list-style-type: none"> -ambiguous statement of opinion -may not include a topic sentence -has 2 or more supporting details -may not have a concluding statement -has many errors in spelling, grammar, capitalization and punctuation

Westward Expansion-Lesson Plan 2

Lesson Title: Pioneer Children

Developed By: Ashley Brandt

Date: 10/16/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Produce a coherent message
 - Iowa Core Curriculum Skill Set- Shape and organize content to achieve a purpose
2. National Common Core
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
 - Iowa Core Curriculum Skill Set- Understand differences in life today compared to life in the past.
2. National Common core
 - N/A

c. Reading fiction texts

1. Iowa Core Curriculum Standard- Adjust reading rates and strategies according to purpose.
 - Iowa Core Curriculum Skill Set- Scan to find a fact or answer.
2. National Common core
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

d. Writing

1. Iowa Core Curriculum Standard- Use writing as a tool for learning.
 - Iowa Core Curriculum Skill Set- To improve comprehension of topic.
2. National Common core
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

e. Objectives

1. Students will analyze jobs important for pioneer children to learn in order to survive.
2. Students will enhance oral communication skills through the use of work in small groups and in the large group.
3. Students will practice adjusting reading rates when scanning for the answer to a question.

II. Assessment Evidence

a. Performance Task

1. Want-Ad

2. Dramatization of want-ad.

b. Criteria

1. Students will demonstrate from readings their knowledge of the jobs necessary for pioneer children on the Oregon Trail to survive.
2. Rubric below for grading of want-ad poster.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- “In your literacy circles, you have each been reading one of six diaries based on children that moved West on the Oregon Trail. As you read, you have been keeping reading journals.”
- What are some jobs that kids had to do while on the trail with their families that you noticed while reading your book? Make a venn diagram, with the header of Boys on one side and Girls on the other.
- Have students work in small groups to come up with jobs that either one might have done or that both did. They can scan through their literature circle books for ideas. Then, have the small groups share with the class what they wrote down, make the venn diagram on the board.
- “Are any of these jobs like jobs we do today? Does your daily life include anything like this? How is your life different then? Why do you think those jobs were important? Were they needed for survival?”

2. Step-by-Step Procedures

- “In you literary circles, you will be writing a want-ad today. Your ad is for a wagon train that wants to bring a certain sort of pioneer child along with them. Think about, what talents must they have or what must the kid be able to do to get hired? (hint: the venn diagram just created might be helpful) What might the wagon train have offered them in return for working for them?”
- “After you have written this want-ad, you will present it to our class. You will act out each part of the ad in order to help the potential employees get a better idea of what you are looking for.”
- Allow time for students to work in small groups to create want-ad and practice how they will dramatize it.
- Literary circle will then present their dramatization to the class along with the want-ad.

3. Closure

- Museum walk (this means that each group lays out their ad and the whole class circles from table to table to view them) by each want-ad and write your name by any that you would try to be hired by.

b. Steps for Students

1. Been keeping up with readings in literacy circle books.
2. Actively participate in the anticipatory set.
3. Write want-ad.
4. Actively contribute to group work on ad and dramatization.

5. Present want-ad and dramatization to class.
 6. Actively attend to other groups presentations.
 7. Museum walk and write down name.
- c. Materials
1. *Rachel's Journal* by Marissa Moss
 2. *How to Get Rich on the Oregon Trail* by Tod Olson
 3. *Bound for Oregon* by Jean Van Leeuwen
 4. *Across the Wide and Lonesome Prairie* by Kristiana Gregory
 5. *Facing West: a Story of the Oregon Trail* by Kathleen Kudlinski
 6. *Dear Levi: Letters from the Overland Trail* by Elvira Woodruff
- d. Approximate Time
1. 1 hour overall
 2. 10 minute opener
 3. 25 minute research and write paragraph time
 4. 20 minute presentation to partner time
 5. 5 minute closer
- e. Modifications/Adaptations/Extensions
1. Any students with physical disabilities will be encouraged to participate as they can, and the students working with them will only do movements they can do as well.
 2. An extension project would be to have each student write a letter to the authors of the want-ad explaining why they should be hired.
 3. Books read in literacy circles ranged from lower level to higher level.
- f. Resources
1. *Teaching Literacy Through the Arts* by Nan McDonald and Douglas Fisher
- IV. Reflection
- a. What happened during my lesson?
 - b. What did my students learn?
 - c. What did I learn about my students and about teaching?
 - d. How would I revise my lesson and why, based on what happened?

POSTER RUBRIC

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Score
Points Earned	3	2	1 or 0	
Layout	Creatively enhances information	Balanced, uncluttered, adequate white space	Not balanced, cluttered, insufficient white space	
Graphics/Photos	All graphics	Graphics	Graphics do	

	are engaging, enhance text	enhance text	not enhance text	
Titles and Subtitles	All titles and subtitles are clear, enhance readability	Most titles and subtitles are clear, enhance readability	Few or no titles or subtitles to clarify text	
Writing	Well written and organized, clear, easy to follow	Adequately written and organized, clear, reasonably easy to follow	Poorly written and organized, unclear, hard to follow	
Quality of Information	Product description is clear, complete, concise	Product description is mostly clear, could be a little more concise	Product description is not clear, incomplete, not concise	
Grammar and Spelling	No grammar or spelling errors	One grammar or spelling error	Many grammar and spelling errors	

Westward Expansion-Lesson Plan 3

Lesson Title: Life and Times on the Trail

Developed By: Ashley Brandt

Date: 10/19/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Use appropriate content and conventions for purpose, audience, occasion, and context.
 - Iowa Core Curriculum Skill Set- Paraphrase information gained from reading, listening, or viewing.
2. National Common Core
 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand the effects of geographic factors on historical events.
 - Iowa Core Curriculum Skill Set- Understand major land and water routes of explorers
2. National Common core
 - N/A

c. Reading nonfiction texts

1. Iowa Core Curriculum Standard- Use comprehension strategies.
 - Iowa Core Curriculum Skill Set- Draw Inferences
2. National Common core
 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

d. Objectives

1. Students will analyze paintings of pioneers and infer dialogue.
2. Students will enhance oral communication skills in the course of creating dialogue through collaboration with peers and in the large group through presentation of their interpretation of the painting.
3. Students will draw inferences about a group of people using prior knowledge gained from teacher and student directed readings.

II. Assessment Evidence

a. Performance Task

1. Dialogue

b. Criteria

1. Students will demonstrate through preparation and research their knowledge gleaned so far of the Oregon Trail.
2. Rubric below for grading of dialogue created from a visual prompt.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Have some classic paintings out. Examples below. With the first one, model how to take the picture and decide what two of the people might be saying to each other. For example, the picture titled “A Sunday Afternoon”; Person 1: There are a lot of dogs here. Person 2: Maybe we should leave; I’m more of a cat person anyway.
- “Think about where these painting are taking place, what is their setting, that will help determine what dialogue you use.” With the other painting, have the students suggest one line at a time for what they could be saying to each other.

2. Step-by-Step Procedures

- Read pages 8-11 of *Picture That: The Trail West; Exploring History Through Art*. Point out all the different jobs people are doing to get the wagon ready for camp. Explain the many things that important to about each job. (i.e. Someone has to cook supper or how will they eat?) Also, point out the different groups in the picture and what they might be talking about. (i.e. The mother might be telling her daughter to take care of the baby while she cooks)
- “Each of you is going to get a painting of pioneers on the Oregon Trail (examples, below). Your job is to pick one group of people in that picture and figure out what they might be saying to each other. Remember to keep it time period and feel free to add in any facts we have learned already, but keep it simple, start-tell something important from the painting-end.
- Create characters based on the visual prompt and then dialogue that would make sense. But think about the setting, how would that change what people talked about? How would it affect what people were doing in the paintings? Each picture is on a transparency and will be projected behind you while you read the reader’s theatre.”
- “You may use the diaries you have been reading for ideas for dialogue or any other resource books we have read. Please use the good speaking skills we have been practicing, good eye contact (don’t stare at your paper), use gestures when appropriate, and project (use your teacher voice). ”
- Give each group a painting and allow time for them to create characters and a dialogue.
- Each group will perform their dialogue while the other students pay attention and the picture is projected behind them for everyone to see.

3. Closure

- Pull out your journals and have a 5 minute free write about your picture.

b. Steps for Students

1. Actively participate in the anticipatory set.
2. Pay attention during the reading of *Picture That: The Trail West* by Ellen Galford.
3. Actively participate in analyzing picture and making dialogue.
4. Present dialogue to class.

5. Pay attention to other groups presentations.
6. Free write on picture.
- c. Materials
 1. *Picture That: The Trail West* by Ellen Galford
 2. Pictures of Pioneers
- d. Approximate Time
 1. 1 hour overall
 2. 10 minute opener
 3. 20 minute research and write reader's theatre time
 4. 25 minute presentation time
 5. 5 minute closer
- e. Modifications/Adaptations/Extensions
 1. An extension might be to perform the dialogue for other classes studying the Oregon Trail.
 2. A blind students would have a buddy who was responsible for describing the picture to him/her.
- f. Resources
 1. For images-
http://www.google.com/images?q=paintings+of+the+oregon+trail&rls=com.microsoft:en-us:IE-SearchBox&oe=UTF-8&rlz=1I7GGLL_en&um=1&ie=UTF-8&source=og&sa=N&hl=en&tab=wi&biw=1419&bih=677
 2. For Rubric-
http://www.readwritethink.org/files/resources/lesson_images/lesson899/rubric.pdf

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Dialogue Rubric

Traits	Level 4	Level 3	Level 2	Level 1
Dialogue / Content	Dialogue is relevant to the topic, giving insight to the character's emotion and intent as well as the setting. Voice is clear and expressive.	Dialogue is relevant to the topic, expressing the character's emotion and intent. Voice is clear and understandable.	Dialogue is relevant to the topic. Transitions between speakers are choppy and there are many unnecessary pauses in the speaking.	Dialogue is vague and / or inappropriate to the topic. Voice is too soft to be heard and words are spoken too fast.
Ideas and	Actors clearly	Actors	Actors	Actors

Content	communicate knowledge of topic.	demonstrate knowledge of the topic.	demonstrate basic knowledge of the topic.	demonstrate inaccurate knowledge of the topic.
Total				

The Four Freedoms Suite



A Sunday Afternoon on the island of La Grande Jatte



Oregon Trail



Oregon Trail



The Oregon Trail-1869



Emigrants Crossing the Plain

Westward Expansion-Lesson Plan 4

Lesson Title: Settling Down

Developed By: Ashley Brandt

Date: 10/19/2010

Grade Level: 3rd

- I. Desired Results
 - a. Speaking
 1. Iowa Core Curriculum Standard- Recognize the role of response in oral communication
 - Iowa Core Curriculum Skill Set- Ask and respond to questions.
 2. National Common Core
 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
 - b. Social Studies
 1. Iowa Core Curriculum Standard- Understand the effect of economic needs and wants on individual and group decisions.
 - Iowa Core Curriculum Skill Set- Understand the types of work people do has changed over time
 2. National Common core
 - N/A
 - c. Reading fiction texts
 1. Iowa Core Curriculum Standard- Analyze elements of fiction.
 - Iowa Core Curriculum Skill Set- Characterization
 2. National Common core
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - d. Objectives
 1. Students will analyze characters from *A Perfect Place: Joshua's Oregon Trail Diary*.
 2. Students will enhance oral communication skills through collaborating with peers in analyzing a character and in the large group by asking and responding to questions.
 3. Students will sharpen reading skills in analyzing characterization in a fiction book.
- II. Assessment Evidence
 - a. Performance Task
 1. Hot Seat
 - b. Criteria
 1. Students will demonstrate through asking/answering questions their knowledge of how lives were changed by settling down in the West.
 2. Rubric below for grading of Hot Seat Activity.
- III. Active Learning Plan
 - a. Reminder for the Teacher
 1. Anticipatory Set
 - Continue the reading the teacher has been doing (which has been happening daily) of *A Perfect Place: Joshua's Oregon Trail Diary* by Patricia Hermes.
 2. Step-by-Step Procedures

- If you could ask the characters from this book a question about their new life, what might you ask? Brainstorm some questions you could ask in general, or specific characters. Think about this; How did their lives change when they came west? What new skills did they have to learn in their new home? How might this affect how they treat other characters? What is different or unique about them that came out in their new home?"
 - "We are going to bring these characters into our classroom and let you ask questions of them. Each small group will get one character to bring to life. Choose who in your group will play the character. Discuss the character in depth, making sure to use the questions you wrote to prepare. You may look through the book for ideas."
 - Break students up into groups; give each group one character from the book.
 - Allow time for students to discuss these questions as a group.
 - "Pick one person from your group to come up and be in the hot seat. In character, the person will call on people to ask questions about their new life on the prairie. If the person gets stuck, they can tag team with anyone else on their team and that person can then come up to be in the hot seat."
 - Each group sends up one person to sit, in character, in the hot seat and answer questions.
 - Members of the other groups will ask the questions they brainstormed at the beginning of class, or come up with new ones.
3. Closure
- Get back together with your small group and choose a character different than the one you had for the hot seat activity; discuss whether or not the type of work your person did is different than what/how people might do it now.
 - Back in the large group, why do you think the work is the same and yet different?
- b. Steps for Students
1. Actively participate in the anticipatory set.
 2. Pay attention during the reading of *A Perfect Place: Joshua's Oregon Trail Diary* by Patricia Hermes.
 3. Actively participate in group work.
 4. Choose one person to be in hot seat but be prepared to tag team if needed.
 5. Ask/answer questions.
 6. Pay attention to other group's hot seat person.
 7. Actively participate in closure.
- c. Materials
1. *A Perfect Place: Joshua's Oregon Trail Diary* by Patricia Hermes
- d. Approximate Time
1. 1 hour overall
 2. 10 minute opener
 3. 15 minute small group time
 4. 25 minute hot seat activity time
 5. 10 minute closer

- e. Modifications/Adaptations/Extensions
 - 1. An extension might be to write a paper on how the work people did in the book is different or the same from how it might be done now.
 - 2. A student with behavior problems would be grouped with students understanding of his/her needs and willing to work with him/her.
- f. Resources
 - 1. <http://artsedge.kennedy-center.org/teach/les.cfm?subjectId=THE&otherSubjectId=&gradeBandId=1&showDescriptions=true&sortColumn=&x=13&y=2>

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Hot Seat Rubric

	3	2	1
Preparation	All questions answered with clarity	Most questions answered clearly	Not very many questions answered
Content	8 or more details were conveyed	5-7 details were conveyed	4 or fewer details were conveyed
Authenticity	Accurate in answers	An effort made to be accurate	Inaccuracies included

Westward Expansion-Lesson Plan 5

Lesson Title: Environmental Concerns

Developed By: Ashley Brandt

Date: 10/24/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Produce a coherent message; effective speakers use clear language to organize and connect their thoughts and ideas.

- Iowa Core Curriculum Skill Set- Choose language and vocabulary appropriate to the message and the audience.

2. National Common Core

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand the effects of geographic factors on historical events.

- Iowa Core Curriculum Skill Set- Understand that environmental change affects social and economic development.

2. National Common core

- N/A

c. Reading non-fiction texts

1. Iowa Core Curriculum Standard- Use comprehension strategies.

- Iowa Core Curriculum Skill Set- Draw conclusions, evaluate

2. National Common core

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

d. Objectives

1. Students will analyze how the pioneers affected the environment.
2. Students will enhance oral communication skills through collaboration with their peers and through presentation of their topic to the class.
3. Students will sharpen reading skills in non-fiction books by drawing conclusions about how the pioneers affected the environment and evaluating them for being positive or negative.

II. Assessment Evidence

a. Performance Task

1. Presentation of Poster

b. Criteria

1. Students will demonstrate through research and making a poster their knowledge of how the environment was impacted by the pioneers and give tips for how to fix that problem.

2. Rubric below for grading of presentation and poster.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Charades of jobs pioneers learned how to do.
 1. Cut trees, build log cabin, plow ground, light fire, plant garden, herd cattle, wash clothes, make food, make candles, can food, etc.

2. Step-by-Step Procedures

- “We’ve been learning about all the jobs the pioneers had to do. But, what about how these jobs impacted the environment? Everything we do has an effect on the environment, either positive or negative. The pioneers were no exception. They positively affected the environment by growing their own food and never wasting anything.”
- “But they also had a negative impact. Today, you will take one job that pioneers normally did and research how it impacted the environment. Then, research ways that could be used to make it better. You will then present it to the class and they will be permitted to ask questions about it. The websites might have more difficult language, but make sure to choose vocabulary appropriate for your peers.”
- “Make a poster. This poster should be something, if we went back in time, which might have been posted in towns in the West to inform pioneers on how to care for the environment. Other students will be allowed to ask questions in role as pioneers. All books from our unit and the websites listed may be used.”
- In small groups, students will research the below topics and then make a poster with negatives of their behavior and tips to fix it.
 - a. Cutting down trees to build houses and plant fields, livestock grazing on grass till it’s gone, over hunting of bison, plowing through the sod/wind erosion, killing natural plants/introducing new strains of plants
- Students will present to class and other students will be allowed to ask questions just like the pioneers must have had.

3. Closure

- Short discussion. Do you think we have these same problems today? Could we fix them in the same way?

b. Steps for Students

1. Actively participate in the anticipatory set.
2. Actively participate in group work.
3. Present poster to class.
4. Actively pay attention to other groups presentations.
5. Ask/answer questions.
6. Actively participate in closure.

c. Materials

1. *Life in the West* by Teresa Domnauer

2. *Making America* by Carol Berkin
 3. *The Trail West* by Ellen Galford
 4. <http://www.isu.edu/~trinmich/Oregontrail.html>
 5. <http://www.oregonpioneers.com/ortrail.htm>
- d. Approximate Time
1. 1 hour overall
 2. 10 minute opener
 3. 20 minute research time
 4. 25 minute presentation time.
 5. 5 minute closer
- e. Modifications/Adaptations/Extensions
1. An extension might be to write a research paper on the same topic they presented on.
 2. A student with behavior problems would be grouped with students understanding of his/her needs and willing to work with him/her.
- f. Resources
1. *Life in the West* by Teresa Domnauer

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Rubric

	1	2	3	4	Total
Subject Knowledge	Student cannot answer questions about subject.	Student can answer only a few questions.	Student can answer most questions.	Student demonstrates full knowledge (more than required) by answering all class questions.	
Research with small group	Does not work well with group.	Works relatively well with group.	Works very well with group.	Works well with group to research necessary information.	
Poster	Poster has one of the three but is not well made.	Poster has one of the three.	Poster has two of the three.	Poster has negative impact, tips to fix it, and looks well made.	
Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and shares in the responsibilities.	Works very well with others. Assumes a clear role in decision making and responsibilities.	

Westward Expansion-Lesson Plan 6

Lesson Title: The Native Americans of the West

Developed By: Ashley Brandt

Date: 10/24/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Use appropriate content and conventions for purpose, audience, occasion, and context.
 - Iowa Core Curriculum Skill Set- Paraphrase information gained from reading, listening, or viewing.
2. National Common Core
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
 - Iowa Core Curriculum Skill Set- Understand the historical perspective including cause and effect.
2. National Common core
 - N/A

c. Reading non-fiction texts

1. Iowa Core Curriculum Standard- Recognize text structure cues.
 - Iowa Core Curriculum Skill Set- Cause and effect
2. National Common core
 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

d. Objectives

1. Students will analyze how Native Americans and settlers were affected by each other.
2. Students will enhance oral communication skills through collaboration with peers in small group and in the large group by presentation of role play.
3. Students will sharpen reading skills through recognizing structure cues like cause and effect.

II. Assessment Evidence

a. Performance Task

1. Role Play

b. Criteria

1. Students will demonstrate through research and a role play their knowledge of how Native Americans were affected by settlers moving west.
2. Rubric below for grading of role play.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Students are paired up and given a situation with two different sides/opinions, they must spontaneously respond to each other with dialogue.
- Example Situation; McDonalds is better than Burger King. In pairs, one student would take the side that McDonalds is better and one would take the side that Burger King is better. Discussion continues for 1 minute and then the situation is changed.
- Examples of possible situations; Ball caps is better than a stocking hats, pencils are better than pens, Cats are better than dogs, Nikes are better than New Balances.

2. Step-by-Step Procedures

- Do you think that every discussion has a right or a wrong answer? How about the discussions we just had, was there really a right or a wrong answer to any of those questions? What if the Native Americans and the pioneers had a chance to come face to face and talk like we just did? Do you think that one group or the other would say that they were right and the other was wrong? Why?
- Read *Life in the West* by Teresa Domnauer, page 41. Refer to other books read throughout the unit that confirm how Native Americans and settlers responded to each other.
- Whole group discussion. "How were the Native Americans affected by the settlers moving west? How were the settlers affected by the Native Americans already in the west?" Write on board.
- "The class has given lots of ideas about how both groups were affected by the other. Each small group will choose a topic to represent both sides of. Your job is to role play what it might have been like if Native Americans and settlers had had a chance sit down and have a face to face meeting concerning the topic your group chose. Remember what we talked about at the beginning, there isn't necessarily a right or wrong answer to any of the issues we discussed, but make sure that both sides get a chance to state their case for their opinion."
- Small groups will craft a role play to share with the class concerning a topic about how Native Americans and settlers affected each other.
- Small groups will share role plays with class.

3. Closure

- How do you think the relationship between pioneers and Native Americans might have been different if face-to-face discussion like this had taken place more often?

b. Steps for Students

1. Actively participate in the anticipatory set.
2. Actively participate in group work.
3. Present role play to class.
4. Actively pay attention to other groups presentations.

5. Actively participate in closing discussion.
 - c. Materials
 1. *Life in the West* by Teresa Domnauer
 2. *You Wouldn't Want to be an American Pioneer* by Jacqueline Morley
 3. *The Trail West* by Ellen Galford
 4. *Growing Up in Pioneer America* by Judith Josephson
 5. *The Oregon Trail* by R. Stein
 - d. Approximate Time
 1. 1 hour overall
 2. 10 minute opener
 3. 15 minute research/prepare time
 4. 25 minute presentation time
 5. 10 minute closer
 - e. Modifications/Adaptations/Extensions
 1. An extension might be to write a research paper on the same topic they presented on.
 2. A student of Native American descent would be informed what the topic was before class and be invited to either share his own ancestors experiences, or if uncomfortable, to not attend for that portion of the day.
 - f. Resources
 1. *Life in the West* by Teresa Domnauer
- IV. Reflection
- a. What happened during my lesson?
 - b. What did my students learn?
 - c. What did I learn about my students and about teaching?
 - d. How would I revise my lesson and why, based on what happened?

Role Play Rubric

Scoring criteria	5 Excellent	4 Good	3 Needs Some Improvement	2 Needs Much Improvement	1 N/A
Relates cause of discussion and how it affected both sides.					
Role-plays scenario with expression.					
Presents characters appropriately.					
Paraphrases information gained from unit in presentation.					

Unit Outline

Plains Native Americans

Grade-3

Length- 15 Lessons of approximately 1 hour each; I picked 2 Lessons out of the unit to meet the speech skill sets

Unit Objective- Through the use of literature and drama, students will broaden their knowledge and appreciation of Native Americans in the United States of America.

Assessment- Assessment will be varied and ongoing. Evaluation of written activities will be based on rubrics provided prior to the lesson and discussed with the students. Students will be assessed according to their participation and completion of assigned tasks and projects.

Overview

- A. Part 1 deals with the Native Americans before outsiders arrived.
 - Who were the first people to live in the plains of North America?
 - How did these Plains Native Americans live?
- B. Part 3 deals with the culture of the Native Americans.
 - How are Native American cultures similar and different to our own in _____, Iowa?
 - How do stories, legends, and the arts serve as expressions of cultural traditions?
- C. Part 2 deals with the Native Americans after outsiders arrived.
 - How were Native American cultures affected by exchanges with non-native peoples?
 - How and why did the Native American cultures change over time?

Literature

- Teacher Read
 - Fiction:
 - 1. And it is Still That Way by Byrd Baylor
 - Non-Fiction: N/A
- Student Read
 - Fiction:

1. Bluebonnet Girl by Kate Kiesler (Comanche)
 2. Storm Maker's Tipi by Paul Goble (Blackfoot)
 3. Mystic Horse by Paul Goble (Pawnee)
 4. The Great Race by Paul Goble (Sioux)
 5. Her Seven Brothers by Paul Goble (Cheyenne)
 6. Crow Chief by Paul Goble (Arapaho)
- Non-Fiction
 1. The Cheyenne by Andrew Santella
 2. Blackfoot by Barbara Gray-Kanatiiosh
 3. The Arapaho by Christin Ditchfield
 4. The Pawnee by Dennis Fraden
 5. The Comanche by Christin Ditchfield
 6. The Sioux by Alice Osinski
 - Website: N/A

Dramatic Activities

- Games
 1. Two artifacts and a picture
- Dramas
 1. Story drama with masks
 2. Living Museum

Plains Native Americans-Lesson Plan 1

Lesson Title: Native American Legends

Developed By: Ashley Brandt

Date: 11/2/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Participate in a variety of communication situations.
 - Iowa Core Curriculum Skill Set- Present dramatic readings, recitations, and performances.
2. National Common Core
 - Create engaging recitations of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.
 - Iowa Core Curriculum Skill Set- Understand that language, stories, folktales, music, and artistic creations are expressions of culture.

2. National Common core

- N/A

c. Reading fiction texts

1. Iowa Core Curriculum Standard- Analyze elements of fiction.
 - Iowa Core Curriculum Skill Set- Theme.
2. National Common core
 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

d. Objectives

1. Students will communicate verbally and nonverbally a legend of a Native American tribe through the use of story drama.
2. Students will enhance oral communication skills through sharing ideas in small groups and in the large group by participating in the story drama.
3. Students will sharpen reading skills through identifying the theme in content reading.

II. Assessment Evidence

a. Performance Task

1. Puppet Show

b. Criteria

1. Students will demonstrate through a puppet show the legend of their Native American tribe.

2. Rubric below for grading of group work and puppet show.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- “We are going to be reading some Native American Legends today, does anyone know what a legend is or have any examples of legends they know?”
- “A legend is...”
 - told to entertain an audience, explain something, or teach a lesson
 - usually about places, people, animals about which the author know best.
 - good ways to learn about different cultures and belief systems
- Teacher reads a legend from *And it is Still That Way* by Byrd Baylor. Students are asked to identify the theme or main idea of the legend read.
- “How does this relate to what we have already learned about Native American culture? Does it remind you of how they felt about nature, other tribes, themselves?”

2. Step-by-Step Procedures

- “At the beginning of this unit, each group was assigned a tribe they would represent throughout the unit. Each group will get a book about a legend their specific tribe had. You need to read this book orally, look for the theme or main idea while reading. I’ve also typed out the legends so you can all have copies to write on.
- “After the reading is done you will be asked to create your own legend, using the theme you found in the legend. Then, you will perform your legend for us as a story drama, wearing masks to represent the different characters.”
- “When you present your story drama think about these things; how are you organizing your presentation, is there an intro, body, and conclusion? Do you use appropriate language for your peers? Are you speaking loud enough to be heard and making eye contact with your audience?”
- “Today, your job is to read the legend, figure out what the theme is, and begin to write your own legend.”
- (First day) Students will read legends in small groups and then begin to write their own legend based on the theme from the first.
- (Second day) Students will finish writing their legend and create masks.
- (Third day) Students will finish masks and practice their story drama.
- (Fourth day) Student will perform their story drama for the class.

3. Closure

- Short discussion-“How do the legends that have been presented to us reflect what we have learned about Native American culture so far? Does it remind you of how they felt about nature, other tribes, themselves?”

b. Steps for Students

1. Actively participate in the anticipatory set.
2. Pay attention during teacher reading.
3. Actively participate in group work.
 - Orally reading legend.

- Finding theme.
 - Writing own legend.
 - Creating masks.
 - Practicing.
4. Present story drama to class.
 5. Actively pay attention to other groups presentations.
 6. Actively participate in closing discussion.
- c. Materials
1. *Bluebonnet Girl* by Kate Kiesler (Comanche)
 2. *Storm Maker's Tipi* by Paul Goble (Blackfoot)
 3. *Mystic Horse* by Paul Goble (Pawnee)
 4. *The Great Race* by Paul Goble (Sioux)
 5. *Her Seven Brothers* by Paul Goble (Cheyenne)
 6. *Crow Chief* by Paul Goble (Arapaho)
 7. Typed copies of legends
 8. Mask Making Supplies
 - Plain white masks; half and whole face.
 - Scissors, stapler, glue, markers, rubber bands, latex paint, paint brushes, construction paper, tissue paper, tin foil, decorative dots/stars/eyes, light weight cardboard, cardboard tubes, margarine tubs, drinking straws, bubble wrap, sequins, buttons, feathers, cotton balls, yarn, ribbons, lace, fringe, braid, tassels, etc.
- d. Approximate Time
1. 4 days overall of 1 hour each
 2. 10 minute opener
 3. 40 minute research/prepare time
 - or
 4. 40 minute presentation time
 5. 10 minute closer
- e. Modifications/Adaptations/Extensions
1. The books are all different reading levels, so students might be encouraged to choose one legend over another.
 2. An extension might be for students to read legends from other native groups and see if the themes are the same as from Native Americans.
- f. Resources
1. *Exploring Theatre* by Nancy Prince
 2. <http://www.lessonplanspage.com/SSLANALegends34.htm>

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

Oral Communication Rubric

Student Name: _____ Student ID: _____ Date: _____
 Course #: _____ Section #: _____ Presentation Title/Topic: _____

Criteria	1 – Unacceptable	2 – Minimally Acceptable	3 – Proficient	4 – Advanced	Score
Content	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Central idea/purpose is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.	Score: _____
Organization (Intro, Body, Conclusion)	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.	Score: _____
Language	Grammar, pronunciation, and/or word choice are severely deficient.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage.	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.	Score: _____
Adaptation to Audience and Context	Content and/or style are frequently inappropriate to the audience and/or context. Presentation falls well outside set time parameters.	Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside set time parameters.	Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.	Content and/or style are consistently appropriate and targeted to audience and context. Presentation makes full, effective use of time and stays within time parameters.	Score: _____
Vocal Delivery	Vocal delivery is too soft to hear, too fast to understand and/or long, unintended silences and speech disruptions (repetitions; filled pauses, e.g., "um") frequently distract audience.	Vocal delivery is audible. Rate, volume, or speech disruptions only occasionally distract from audience comprehension.	Vocal delivery is clear and distinct. Rate, volume, and tone facilitate audience comprehension.	Vocal delivery is varied and dynamic. Speech rate, volume, and tone enhance listener interest and understanding.	Score: _____
Nonverbal Delivery	Eye contact, posture, attire, gestures, movement, and/or facial expressions are inappropriate and significantly distracting.	Eye contact, posture, attire, gestures, movement, and facial expressions neither enhance nor hinder effectiveness significantly.	Some but not all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.	Most or all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.	Score: _____

Plains Native Americans-Lesson Plan 2

Lesson Title: Living History Museum

Developed By: Ashley Brandt

Date: 11/3/2010

Grade Level: 3rd

I. Desired Results

a. Speaking

1. Iowa Core Curriculum Standard- Recognize the role of response in oral communication.
 - Iowa Core Curriculum Skill Set- Ask and respond to questions.
2. National Common Core
 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

b. Social Studies

1. Iowa Core Curriculum Standard- Understand historical patterns, periods of time and the relationships among these elements.
 - Iowa Core Curriculum Skill Set- Understand differences in life today compared to life in the past.

2. National Common core

- N/A

c. Reading non-fiction texts

3. Iowa Core Curriculum Standard- Use comprehension strategies.
 - Iowa Core Curriculum Skill Set- Identify main ideas.
4. National Common core
 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

d. Objectives

4. Students will communicate orally through a presentation and the answering of questions.
5. Students will enhance oral communication skills through verbalizing their own ideas to their peers, integrating their ideas with other's ideas, and communicating information about the tribe to second grade students.
6. Students will sharpen reading skills through identifying the main ideas in content reading.

II. Assessment Evidence

a. Performance Task

1. Living History Museum

b. Criteria

1. Students will demonstrate through their presentation the knowledge gained of the tribe chosen at the beginning of the unit.
2. Rubric below for grading of group work and presentation.

III. Active Learning Plan

a. Reminder for the Teacher

1. Anticipatory Set

- Students had been instructed to bring two pictures and an artifact from home. Students are split up into small groups and allowed to show each other their pictures and tell about them. Then students ask three questions about further information they may want.
- In their small groups, students rotate till all have shared.
- “You brought some artifacts that told about yourself, what are some artifacts that might tell about the Native American tribes we’ve been learning about?”

2. Step-by-Step Procedures

- “Throughout this unit, everyone has learned a lot about their own tribe, (Cheyenne, Blackfoot, Arapho, Pawnee, Comanche, Sioux) everyone else tribe, and plains Native Americans in general. But our friends in the second grade do not know much about plains Native Americans. We are going to create our own, living museum, like the one we visited for the Westward Expansion unit, but based on what you have been learning about your tribe. The second grade students will be your audience and your questioners. Just like your peers did at the beginning of our lesson, the second graders will be told to ask three questions of further information they want.”
- “Each group has been given a non-fiction book that talks specifically about the tribes you chose at the beginning of the unit. You need to read those books and make a pamphlet and poster of the most important points, including, what that tribe is like today and how they are similar/different than they were in the past. So, while you are reading, you should be looking for the main ideas in the book, like we have been working on with other books.”
- “After that has been accomplished, we will set up our own museum. Second grade students will be invited to walk through and listen to your presentations and ask questions, so you need to be prepared for whatever they may ask about”.
- Today-Students will read non-fiction books and work on poster.
- Tomorrow-Students will finish poster and work on pamphlet.
- Last day-Students will present living history museum to younger grades. Each table will include the poster, the pamphlet, and any other artifacts collected/created during the course of the unit. Students from other classes will walk around and hear the presentations from each table. They will be encouraged to ask any questions that come to mind and deal with the presentation.

3. Closure

- Journal Entry-How did this experience (living history museum) help you learn more about Native Americans? Now that you have learned so much about your tribe, how was their life different from your own?

b. Steps for Students

1. Actively participate in the anticipatory set.
2. Actively participate in group work.
3. Work on making poster and pamphlet.

4. Contribute to presentation of tribe to other students.
5. Prepare journal entry.
- c. Materials
 1. *The Cheyenne* by Andrew Santella
 2. *Blackfoot* by Barbara Gray-Kanatiosh
 3. *The Arapaho* by Christin Ditchfield
 4. *The Pawnee* by Dennis Fraden
 5. *The Comanche* by Christin Ditchfield
 6. *The Sioux* by Alice Osinski
- d. Approximate Time
 1. 3 days overall of 1 hour each
 2. 15 minute opener
 3. 40 minute research/prepare time
 4. 40 minute presentation time
 5. 5 minute closer
- e. Modifications/Adaptations/Extensions
 1. Students write research papers on their tribe based on the information gained throughout the unit.
 2. If any students have a hard time talking in front of others, they may record themselves for their portion of the presentation. But, they still have to contribute to the answering of any questions asked.
- f. Resources
 1. "Breathing Life Into History" by Barbara Cruz and Shalini Murthy, from *Social Studies and the Young Learner*

IV. Reflection

- a. What happened during my lesson?
- b. What did my students learn?
- c. What did I learn about my students and about teaching?
- d. How would I revise my lesson and why, based on what happened?

	Criteria				Points
	1	2	3	4	
Organization	Students cannot understand presentation because there is no sequence of information.	Students have difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
Content Knowledge	Student does not have grasp of information.	Student is uncomfortable with information.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge with explanations and elaboration.	—
Visuals And Mechanics	Student used no visuals and/or has 4+ spelling errors.	Student occasional used visuals that rarely support text and presentation and/or has three misspellings.	Visuals related to text and presentation and/or 2 misspellings.	Student used visuals to reinforce presentation and/or no misspellings.	—
Delivery	Students cannot answer questions about subject.	Student is able to answer only rudimentary questions on topic.	Student can answer slightly more complex questions.	Student can answer questions with great elaboration.	—
				Total---->	—

Reflection

A year ago, I had a hard time imagining what this side of my thesis would look like. At that point, I had the barest skeleton of an idea and a slip of paper with a name of a possible advisor on it. Luckily, my advisor, Gretta Berghammer, was extremely patient and understanding. She helped me find focus and guided me through a process that helped me define and develop those initial ideas in the thesis I share with the reader today. The merger of my education expertise with Gretta's drama education knowledge was not always easy; there were a lot of hiccups along the way. It is now finished, but sometimes I am not sure how.

I always knew my three loves were books, drama, and social studies. So, it only made sense that my thesis would have something to do with those three things. With Gretta's help, I narrowed it down to a focus on drama and literature as the primary teaching methodologies embedded in a social studies framework that would specifically develop the speech skill sets as defined in the Iowa Core Curriculum. The Iowa Core came into play after a particularly frustrating experience I had in a class. The professor asked the class to find a lesson online that met some of the skills sets from the Iowa Core, but I had a hard time finding anything. I heard similar complaints from my classmates. Thus, I created lessons that others could use to meet the Iowa Core Curriculum demands.

Unfortunately, Iowa is going through a time of great change right now and the Core is in flux. It is being attempted to align the Iowa Core standards with the National Common Core standards, but at this point, no one is really sure what is going to happen in the future. Consequently, in an effort to keep current, I have attempted to align my lessons with both the Iowa Core and the National Common Core. They do not always match up perfectly, and the National Common Core does not include social studies standards, but I believe that most lessons include standards from both.

Both sets of standards included speaking skill sets, so I used drama along with literature and social studies to meet those standards. Having Gretta as a resource for the dramatic activities was

invaluable, but I had to find many on my own. It is amazing to me, with all the research out there on the multiple intelligences, drama among them, that there are so few ideas available for integrating drama into the curriculum. I scoured books, journals, magazines, textbooks, and websites for ideas, and came up with very few that I could see applying to third graders.

I eventually, through much research, found a few ideas I could twist around to fit into the social studies units I had already created. Once I had picked my ideas and inserted them into the appropriate slot in my units, it was time to find the literature that went along with it. I basically went to the Cedar Falls Public Library, and spent hours wandering around looking for books. I typed keywords into the computer, investigated the section it sent me to for suitable titles, then scurried back to do the whole thing again. The librarians must have thought I was crazy the couple times I walked out with piles of non-fiction and fiction children and young adult books.

I personally remember doing very little drama in elementary school. I was of the generation who mostly sat and did worksheets at our desks. I remember thinking, "I love to read, but this is ridiculous." I wanted to meet that need in students with my lessons. Every lesson I crafted, while it did include reading, and many also included writing, was focused on collaboration with peers, experiential learning, differentiated instruction, and engaging materials. I always started with the social studies concept I wanted to meet and then found a drama idea that fit. Finally, I would find a book that met both social studies and drama requirements. Sometimes I felt like I was tearing my hair out to get a lesson to work out the way I envisioned it. Other times, Gretta would check a lesson for me and explain that it was not quite good enough. Then, I would have to start all over again.

What I found to be most important about this project is its overall usefulness. As stated earlier, there are very few resources that directly integrate drama with other subjects. I feel that the lessons I wrote can be used by other teachers, not just as they are, but as seeds to grow their own units that integrate drama, literature, and social studies, while still meeting the standards required by the state

(Appendix A). After my final draft is approved and turned in, I will be posting my lesson plans on websites that other teachers will be able to look at. This allows my ideas and research to spread far beyond just the campus of the University of Northern Iowa.

While I think that my contribution to this area of education is significant, I believe that I could have pushed myself further. For each speaking skill set, there is an endless array of lessons that could possibly be based on it. I chose to focus each lesson on a specific drama activity and then see how the speech skill sets applied. I also mentioned in my proposal that I would like to include appendixes of texts or scripts, but I ended up putting all my effort into the lesson plans instead. If possible, in the future I would like to return to this unit and flesh it out with more activities that apply.

Somehow, it is a very personal thing to teach my own lesson, a lesson I have researched and stressed over, rewritten and almost thrown out the window. Teaching in and of itself is personal, after all, I have to stand up in front of my class and ultimately the school's staff, administrators, and parents and talk about anything and everything. To do this with a lesson I had crafted from scratch was very difficult. I experienced this myself when teaching one of the lessons I wrote for my thesis. I have been in front of kids many times between field experiences, work at a preschool, and church kids groups, but this time was different. I was actually nervous, worried that somehow, this time, I would fail as a teacher.

I was lucky enough to end up in Aplington Elementary School in the 3rd grade room of Brian Sammons (See Appendix C and D) to teach my first lesson from my thesis. He was waiting for me when I walked in the door and walked me back to his room where the class was sitting-ready and waiting for me. I did not have the opportunity to be nervous; I had to jump right into teacher mode. I dropped my bag in the back, came up to the front, and started teaching. The kids were attentive and seemed extremely engaged. I actually had to stop for a moment to bask in the glow of the feeling that my lesson was working out. I knew it would, but there was just that little hint of fear that it would fall short.

When I went to leave, after my hour was up, the kids begged to know the name of the book I had read to them. Somehow, through my lesson, they had become intensely interested in the Oregon Trail and pioneers. Mr. Sammons tried to tell them that they would be starting their own unit on the Oregon Trail after Winter Break, but they clamored for the name of the book anyway. As I left, I smiled, knowing that my lesson had fulfilled the ultimate duty of all teachers-to spark interest in learning within the students they teach.

Appendix A

Connecting the Iowa Core Curriculum and National Common Core

Common Core Standards: English Language Arts Standards » Reading: Informational Text » Grade 3	Iowa Core: Use a variety of skills to comprehend nonfiction and informational text.
<ul style="list-style-type: none"> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<p>Recognize text structure cues</p> <ul style="list-style-type: none"> Description Sequence/time order Compare/contrast Cause and effect Problem/solution
<ul style="list-style-type: none"> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<p>Study graphic cues</p> <ul style="list-style-type: none"> Titles Headings Photos Illustrations Charts Tables Graphs
<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. Compare and contrast the most important points and key details presented in two texts on the same topic. 	<p>Use comprehension strategies</p> <ul style="list-style-type: none"> Identify purpose Activate prior knowledge Predict and verify Ask and answer questions Create visual images Draw inferences Monitor for comprehension Employ fix-ups(reread, read ahead) Identify main ideas Summarize Draw conclusions Evaluate Synthesize Engage in discussion Write to learn
English Language Arts Standards » Reading: Literature » Grade 3	Iowa Core: Use a variety of skills to comprehend and interpret fiction.
<ul style="list-style-type: none"> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details 	<p>Analyze Elements of fiction</p> <ul style="list-style-type: none"> Setting Characterization Theme

<p>in the text.</p> <ul style="list-style-type: none"> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 	
<ul style="list-style-type: none"> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 	<p>Analyze plot structure cues</p> <ul style="list-style-type: none"> Events Conflict
<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Distinguish their own point of view from that of the narrator or those of the characters. 	<p>Use comprehension strategies</p> <ul style="list-style-type: none"> Identify purpose Activate prior knowledge (of elements of fiction and of plot structure) Predict and verify Ask and answer questions Create visual images Draw inferences Monitor for comprehension Employ fix-ups(reread, read ahead) Identify main ideas Summarize Draw conclusions Evaluate Synthesize information within text Engage in discussion Write to learn

English Language Arts Standards » Writing » Grade 3	Iowa Core: Apply writing strategies to communicate in a variety of genres
<ul style="list-style-type: none"> Conduct short research projects that build knowledge about a topic. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, 	<p>Apply writing strategies</p> <ul style="list-style-type: none"> Graphic organizers Free writes Unsent letters Clustering RAFT (Role, Audience, Format, Topic)

purposes, and audiences.	
<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 	<p>Write in a variety of genres</p> <ul style="list-style-type: none"> • Narratives • Interviews • Autobiographies • Essays • Reviews • Electronic presentations

English Language Arts Standards » Speaking & Listening » Grade 3	Iowa Core: Speaking
<ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 	<p>Produce a coherent message; effective speakers use clear language to organize and connect their thoughts and ideas.</p> <ul style="list-style-type: none"> • Choose language and vocabulary appropriate to the message and the audience. • Pronounce words correctly. • Use appropriate volume • Adjust rate to convey meaning • Shape and organize content to achieve a purpose. • Develop several main points relating to a single thesis. • Use notes or other memory aids to structure the presentation.
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 	<p>Participate in a variety of communication situations.</p> <ul style="list-style-type: none"> • Participate in small and large group discussions and presentations. • Collaborate with peers. • Deliver reports. • Conduct interviews. • Plan and participate in group presentations. • Contribute to informal debates. • Select audio, visual, or multimedia aids and technology to support a presentation. • Participate in oral presentations for defined purposes. • Present dramatic readings, recitations, and performances. • Express and solicit opinions.

	<p>Consider audience and variables in the speaking situation.</p> <ul style="list-style-type: none"> Adjust content for different audiences (e.g., peers, parents). Respond with appropriate information or opinions to questions.
	<p>Use appropriate content and conventions for purpose, audience, occasion, and context.</p> <ul style="list-style-type: none"> Use language -- vocabulary and detail -- appropriate for purpose, audience, and occasion. Use emphasis and expression to perform oral presentations and recitations. Communicate feelings and needs in appropriate context. Raise topics likely to be of interest to another person. Ask questions of peers and teachers. Gather and share information in formal and informal situations. Paraphrase information gained from reading, listening, or viewing.
<ul style="list-style-type: none"> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 	<p>Demonstrate control of delivery skills.</p> <ul style="list-style-type: none"> Use delivery skills appropriate to speaking situations. Use appropriate volume and vocal expression. Articulate clearly. Pronounce words accurately. Attend to rate of delivery. Engage the audience with verbal cues and eye contact. Project a sense of individuality and personality in delivery.
<ul style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Participate appropriately in one-on-one situations and group settings.</p> <p>Participate in one-on-one communication:</p> <ul style="list-style-type: none"> Respond to adult or peer-initiated topics. Initiate new topics. Ask relevant questions. Respond to questions with appropriate elaboration. Confirm understanding by paraphrasing an adult's or peer's directions or suggestions. <p>Participate in group communication:</p> <ul style="list-style-type: none"> Display appropriate turn-taking behavior. Actively solicit another person's comments or opinions. Share opinions without dominating.

	<ul style="list-style-type: none"> • Respond to comments and questions. • Clarify and/or support opinions expressed. • Demonstrate respect for the viewpoints of others.
	<p>Recognize the role of evaluation in oral communication.</p> <ul style="list-style-type: none"> • Use student- and teacher-developed criteria to evaluate oral presentations and discussions. • Respond respectfully to questions and feedback about own presentation. • Participate in peer review of oral presentations.
<ul style="list-style-type: none"> • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail 	<p>Recognize the role of response in oral communication.</p> <ul style="list-style-type: none"> • Use active listening strategies: • Focus • Think • Respond verbally and nonverbally • Ask and respond to questions. • Participate in and follow agreed-upon rules for conversation and discussion. • Participate as an effective audience member by providing appropriate feedback.

<p>Appendix B</p> <p>Lesson Plan Template</p>

Lesson Title

Developed By:

Date:

Grade Level:

I. Desired Results

- a) Iowa Core Curriculum Standard
 - Iowa Core Curriculum Skill Set
- b) National Common Core
- c) Objectives

II. Assessment Evidence

- a) Performance Task
- b) Criteria

III. Active Learning Plan

- a) Reminders for the teacher
 - i. Anticipatory set
 - ii. Step-by-step procedures
 - iii. Closure
- b) Steps of students
- c) Materials
- d) Approximate time
- e) Modifications/adaptations/extensions
- f) Resources

IV. Reflection

- a) What happened during my lesson?
- b) What did my students learn?
- c) What did I learn about my students and about teaching?
- d) How would I revise my lesson and why, based on what happened?

Appendix C

Evaluation from Brian Sammons

Ashley Brandt recently spent an hour in the third grade classroom at Aplington Elementary sharing a lesson on pioneers. The learning objective of the lesson was clear and well presented to the students. The lesson incorporated movement and drama to show how and why pioneers saw the need to move west. I appreciated how Ashley incorporated literature into the lesson as well as she shared a great book on pioneers. Probably the most impressive aspect of Ashley's lesson was her ability to lead the class. She is well prepared to step full-time into the classroom. Her ability to keep the flow of the lesson with student interaction was absolutely fantastic. She will make the University of Northern Iowa proud as a classroom teacher in any community!

Brian Sammons

Third grade teacher

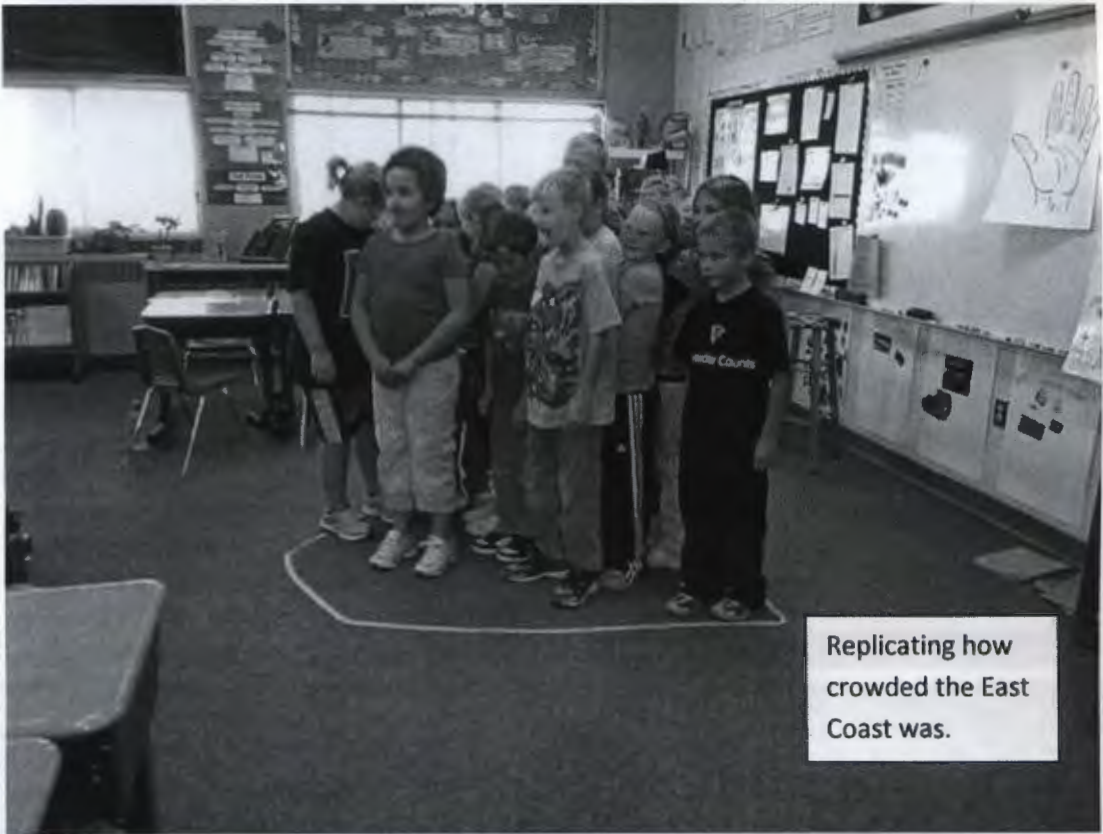
Aplington Elementary

Aplington-Parkersburg Community Schools

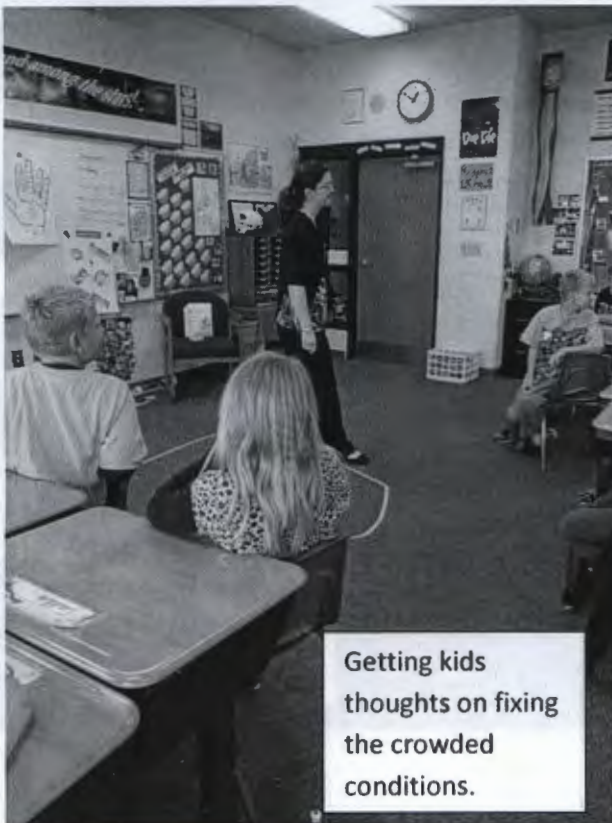
Aplington, Iowa

Appendix D

Pictures from Mr. Sammon's Class



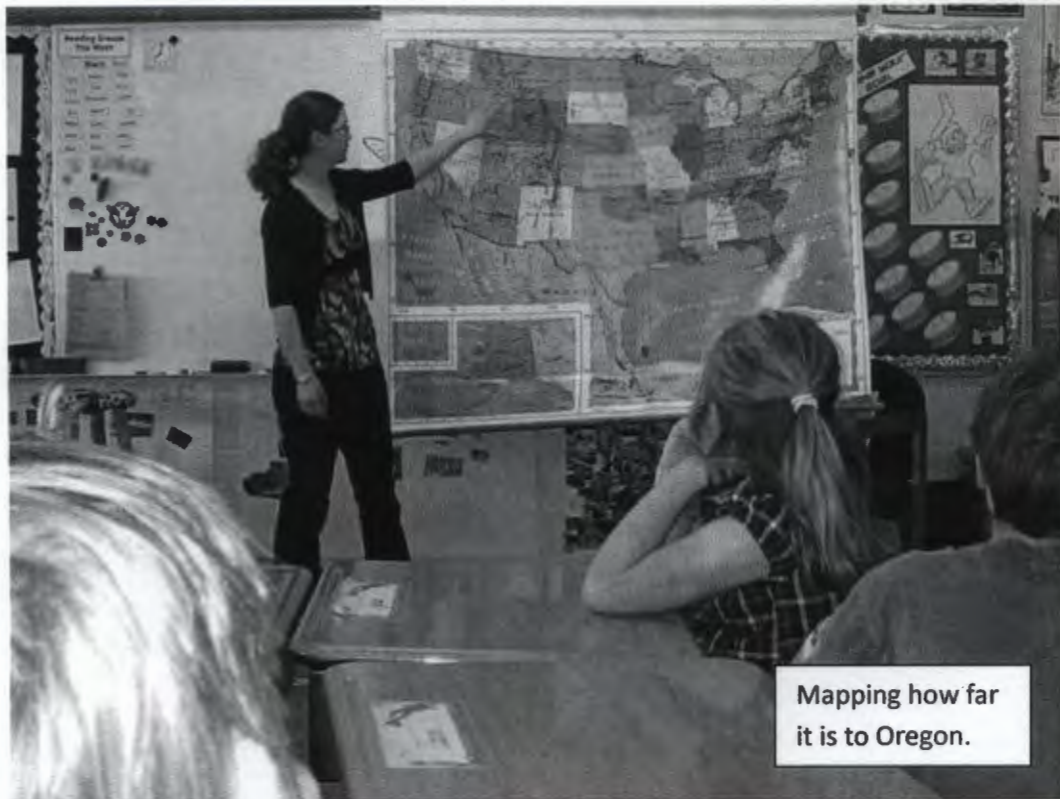
Replicating how crowded the East Coast was.



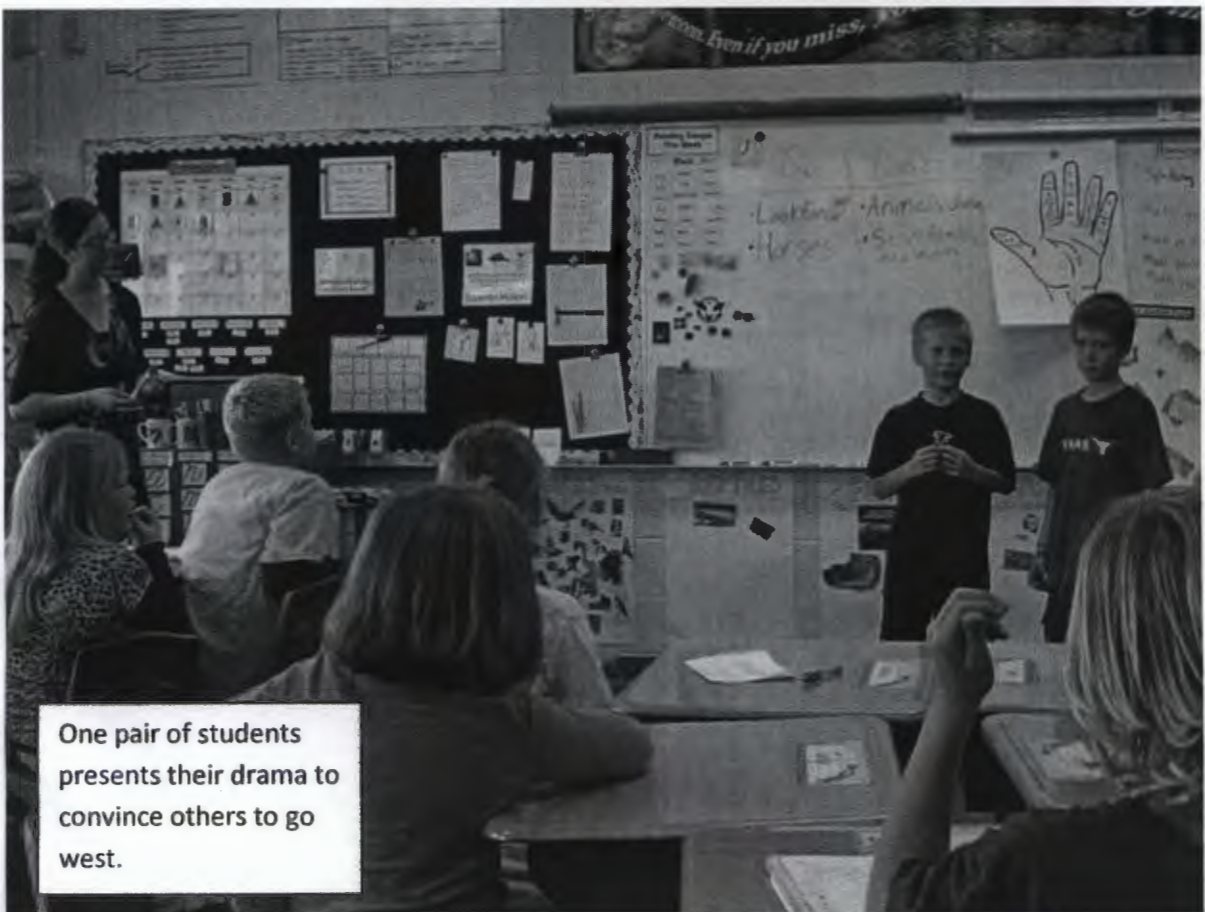
Getting kids thoughts on fixing the crowded conditions.



Showing the East Coast, where most American's lived at the time.



Mapping how far
it is to Oregon.



One pair of students
presents their drama to
convince others to go
west.