

Writing for Understanding and Common Core Teacher Plan

Teacher Morgan Lloyd Grade 4th grade Time ~6 weeks (whole unit)

Topic / Subject / Text

Immigration/Migration • Social Studies • Many Cultures, One People by G. Sharrow



CENTRAL IDEAS

Content: “We all come from somewhere; We all belong”

Historically, people have come to (and left) Vermont for many reasons.

Today, as before, people continue to migrate to Vermont for many reasons.

We all contribute to defining Vermont's culture, economy and history.

Reading CC Standards:

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the topic knowledgeably.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies... in the grade 4-5 text complexity band proficiently...

Writing CC Standards:

W.4.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

Other CC Standards:

H&SS3-4:12 Recognize patterns of voluntary and involuntary migration in Vermont.

H&SS3-4:13 Describe contributions of various cultural groups to VT and the US.



Focusing Question

Focus (answer to focusing question)

What are the push and pull factors that influenced migration to Vermont in the 1800s and early 1900s? Use examples from the texts to support your response.

Many factors influenced migration to Vermont. Some were “push factors”: famine, political unrest, slavery, poor living conditions. Others were “pull factors”: employment, better income, joining family already here, freedom.

Building Content Knowledge, Understanding of Writer's Craft



<ul style="list-style-type: none"> • vocabulary • close reading • text mapping • paraphrasing • summarizing • visualizing/ • imaging • dramatizing • oral processing / guided conversation / think-pair-share • experience • debating / Socratic seminar • taking notes (graphic organizers, T-charts, 2 column notes, etc.) • craft lessons (intro, transitions, conclusions, etc) 	<ol style="list-style-type: none"> 1. Voluntary & Involuntary Migrations lesson - 1 day 2. "Push Factors" and "Pull Factors" lesson & sorting activity - 1 day 3. Personal Histories Assignment (contemporary reasons for migration) - 3 class days + home work 4. Share connected literature (read-aloud, re-read in small groups) - throughout unit, 6 weeks total? <ul style="list-style-type: none"> <i>Daisy & Doll</i> <i>The Slave Trade and the Middle Passage?</i> <i>Brothers in Hope</i> <i>Grandfather's Journey, others?</i> <i>Marianthe's Story: Painted Words and Spoken Memories</i> <i>Molly Bannaky</i> <i>Home of the Brave (Katherine Applegate)</i> <i>The People Shall Continue</i> 5. Distinguished Visitors- modern immigrants tell their stories (interviews) - 5+ days 6. Chart Push & Pull Factors (from texts & our own; class discussion) - 1 day 7. Writing Lesson: Practice response (using a different text & a similar focus question) - 2 days <ul style="list-style-type: none"> -- <i>Brothers in Hope</i> whole group writing 8. Writing Lesson: words to introduce evidence (Quote sandwich) - 1 day 9. Close reads (3 short texts, whole group or partners) - 5 days total <ul style="list-style-type: none"> - Vermonters of French Canadian Ancestry - Interview with Daisy Turner - Vermonters of Italian Ancestry 10. Vocabulary building- work with words selected from texts - 1 day (integrate throughout day) 11. Guided evidence collection → discussion → graphic organizer - 1 day 12. Writing Lesson: transitions - 1 day 13. Painted Essay: <i>Factors influencing Migration to VT in the 1800's and early 1900's...</i> - 3 days 14. Unit Wrap Up, Reflection
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Structures

How will students know how to organize their ideas and construct the piece of writing?

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| <ul style="list-style-type: none">• graphic organizers• teacher-written models• teacher-and-student written models• various types of templates or frames (ex: Painted Essay) | <ul style="list-style-type: none">• Anchor Charts- Painted Essay, Expository Paragraph• Differentiation: build essay with legos; walk & talk the essay; frames if necessary• Graphic Organizer(s) - guided evidence collection• "Quote Sandwich" - teach how to introduce, cite, and reflect/analyze on a piece of textual evidence• Prior experience with Painted Essay and practice piece on a similar topic. |
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Writing / Revising

How will students draft / revise so that their final writing is clearly focused, organized, and developed to show understanding of the central ideas?

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| <ul style="list-style-type: none">• group write, fully or in part• write section at a time• write full piece independently• revise /share full group• revise /share partners• proofreading in partners• proofread w/tubaloos | <ul style="list-style-type: none">• Practice response to similar prompt using different text (this will be a group write- possibly <i>Brothers in Hope</i> (text))• Provide grading rubric to students ahead of time (review together)• Students work with partners to complete pre-writing graphic organizer. Share these with full group & teacher checks all.• Write one or two section(s) at a time:<ul style="list-style-type: none">– Establish thesis statement (whole group); Review purpose of the Introduction (catch reader's attention, provide context)– Proof paragraphs– Conclusion• At the end of each day of writing, group share, teacher reviews all drafts, makes necessary adjustments or plans individual conferences.• Partner proofread and teacher proofread.• Conference as necessary; Students write final draft. |
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Lesson Sequence

What steps will I follow so that students are able to effectively show their understanding in writing?

* Prior to the close read and writing assignments, students will participate in a variety of word study and social studies lessons that build background knowledge and teach content-specific vocabulary. See attached Unit description for details.

1. Read Aloud: *Brothers in Hope* - class discussion of Push & Pull factors. Chart these.
2. Group Writing: Whole class responds to prompt: "What are the factors that influenced the Lost Boys' migrations?"
3. Introduce 3 complex texts and writing rubric for final piece.
4. Close Read #1 - whole group (Vermonters of French Canadian Ancestry)
5. During discussions, chart push and pull factors. Keep posted.
6. Close Read #2 & #3 - partners and whole group discussion
7. Review Rubric (expectations); complete writing planner (graphic organizer)
8. Writing Sequence - intersperse writing, sharing, critique, conferences, and craft mini-lessons (as in above section).

Assessment: How are students doing? What are my next steps as a teacher?

Informal Assessment: During writing process, teacher notes any difficulties, areas of need (glean these from sharing sessions each day, reviewing work in progress and from conferring with students)

Score final pieces with writing rubric. Gather evidence of strengths and weaknesses, both for writing craft (transfer of writing skills introduced earlier), and for depth of understanding of the content. Assess students' ability to:

- successfully introduce, cite and reflect on a quote (textual evidence)
- draw evidence from two or more texts to support the thesis statement

Plan future instruction and level of support based on results/student work

I might try a student reflection piece: "What I learned about being a writer..." At the very least, I'd like to have a whole class conversation in which we articulate what we learned about effective writing through this work.

Next Steps: Gradual Release of Responsibility

With the understanding that transfer of these writing skills (and close reading skills) depends on repeated opportunities to practice, students will continue to conduct close reads of complex texts in the content areas, engage in deep explorations of topics (big ideas) in science, social studies and math, and write for understanding across the curriculum. This will not be the first Painted Essay® students write. I do not know which essays will come next (possibly Painted Essay on Changing States of Matter in science?-- we alternate science and social studies units throughout the year). In Social Studies, the year ends with another Vermont Studies essay in which students will work in partners or groups to build understandings, come up with a thesis statement in consultation with the teacher, and write the essay more independently. Regardless of which piece of writing comes next, I understand the idea of gradual release of responsibility. If I walk students through evidence-collection this time, next time I can ask them to find textual evidence more independently, for example.

Lloyd Test Drive

4th Grade Social Studies: Migrations

Big Ideas: We all come from somewhere; We all belong
Many factors have influenced migration to (or from) Vermont
Even today, people continue to migrate to Vermont for myriad reasons

Focus Question: What are the push and pull factors that influenced migration to Vermont in the 1800s and early 1900s? Use details from the three texts to support your response.

In the passages by Gregory Sharrow, it is evident that many factors influenced migration to Vermont in the 1800's and early 1900's. Some of these were push factors and others were pull factors.

A push factor is a condition that makes a place unsafe, unwelcoming, or unlivable. For example, many Italians left Italy in the late 1800's and early 1900's because of political turmoil and poor living conditions. Many African Americans left the south because of slavery. Daisy Turner says, "Course he hated slavery," telling about her father. He left the South after the Civil War. Many French Canadians migrated because of economic conditions. They could not make a living or support their families in Québec. As Julie Beaudoin says of her family, "They made a big move and they didn't like to leave- they didn't leave Canada because they hated Canada, they left it because it was survival." Political turmoil, slavery, and lack of economic opportunity are all push factors that made people leave the places they had been living.

A pull factor is something that attracts people to settle in an area. One pull factor that brought many settlers to Vermont in the 1800's and early 1900's was jobs! For example, many Italians came to work as stone carvers in the granite or marble industries. They brought special skills in stone-working with them from Italy. Another example is the mills. Many French Canadians, Italians, and others came to work in the mills making fabric. These jobs paid more than a person could earn elsewhere. Finally, for African Americans, freedom was a big pull factor. In Vermont, slaves and former slaves could be free. Freedom and good paying jobs were two important pull factors that influenced migration to Vermont.

As you can see, both push and pull factors were important in influencing migration to Vermont in the 1800's and early 1900's. Even today, people continue to move to Vermont for jobs, for the quality of life, to be closer to family, and as refugees of conflicts in other parts of the world. All of these people, past and present, contribute to Vermont's culture and economy. The Vermont of today is a product of all of these migrations.

Vermonters of African American Ancestry: An Interview with Daisy Turner

from: Many Peoples, One Culture: A Multicultural Handbook About Vermont for teachers

Edited by Gregory Sharrow

Published by Vermont Folklife Center

Daisy Turner, daughter of a former slave, was born in Grafton Vermont in 1883, her family having come to the state at the end of the Civil War. In the following interview, she shares memories of her father and of her years growing up in Vermont.

“Every evening after supper my father would always tell us something— every two or three times a week, a different story so we could know things first hand. Oh, Father used to tell us those stories. Mother couldn't bear to hear them. But we children used to like to hear him tell those different battles of fighting that took place. And he used to sing these southern songs and then an awful lot of hymns. But he liked the slave songs too— I was thinking the other day and a tune came to me:

*They'll never come again
Let us give our praise to Him
Who look down where the little children play,
So every night and morn,
We'll pray for those who are gone
In those agonizing cruel slavery days.*

Course he hated slavery. My father had this awful grudge against the white people. And it is his missus that held it down because of her kindness and telling him if he got to Vermont he would be free. So he wasn't narrow like he had been. You see, he had learned that you have to forbear and learn to forgive and overlook circumstances that are out of your control. Our family used to have happy days together and enjoyed life. They thanked God for everything he done for them. Happiness... They were glad to be free. Course you know so many of those old slaves just died broken-hearted while others grieved and mourned their homeland you know.”



In this photo from Many Cultures, One People (Sharrow) we see Daisy Turner and her classmates at the Valley School in Grafton, VT. Circa 1903 (photo belongs to Grafton Historical Society)

Close Read:

Vermonters of African American Ancestry: An Interview with Daisy Turner
from: Many Cultures, One People, edited by Gregory Sharrow

1. Who is speaking in the first paragraph? _____

What clues from the text tell you this? _____

2. According to the first paragraph, what is the father's purpose in telling stories to his children?

3. In the first paragraph, what “battles of fighting” do you think the speaker is referring to?

What makes you think so? (evidence from the text and/or from your background knowledge)

4. Read the song again. How does the author signal that these words are different from the rest of the text?

5. Discuss the song with a partner. Who do you think the “They” is in the first line:
“They’ll never come again” ?



6. Work with a partner to re-write the song in your own words (paraphrase it):

7. What do the words of the song tell us about the person or people who sang it? (What can you infer about Daisy's father or others who sang this song?) Explain.

8. According to the 3rd paragraph, why did Daisy's father come to Vermont?

Is this a push factor or a pull factor? _____

9. In paragraph 3, Daisy says, "So he wasn't narrow like he had been." Re-read that paragraph (#3). What do you think Daisy meant?

10. Based on the context, what do you think is the meaning of the word "**forbear**" as it's used in the third paragraph? (What would make sense?)

Close Read:

Vermonters of French Canadian Ancestry by Gregory Sharrow

1. In paragraph 1, why did the author put the word “discovered” in quotation marks?

2. In line 3, what do you think a “garrison” is? _____

What makes you think so? (evidence) _____

3.



Refer to the first paragraph of the text. Use a colored pencil to mark or shade the map to show areas of French Canadian settlement in Vermont and New York.

Push Factors:

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4. According to paragraph 2, what are some push factors that caused French families to leave Québec? List those factors in the box above.

5. Explain what a “mill recruiter” is (in paragraph 2)

6. Go back to the text in paragraph 2. Underline the jobs French Canadians found in Vermont (at least 3).

7. What evidence does the author give to help the reader understand that lots of French Canadians moved to Vermont?

Evidence (quote)	So, how does this show readers there were many French Canadians? (Inference, Explanation)

8. Where might you expect to find a large number of Vermonters of French Canadian ancestry today? Why?

9. Between 1840 and 1930, about 900,000 French Canadians emigrated to the US¹ (perhaps not all to Vermont). What evidence exists today of this massive migration? Discuss with a partner and list evidence of French Canadian migration and culture in Vermont below:

1. Source: Readings in Quebec History: French Canadian Migration 1840 – 1930, by Bélanger & Bélanger
<http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/leaving.htm>

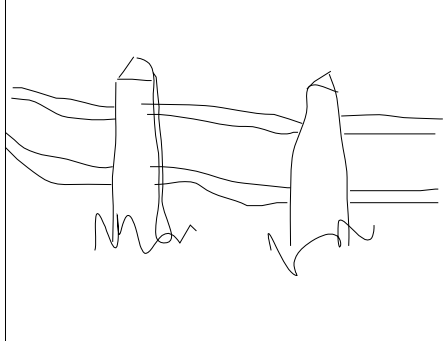
Close Read:

Vermonters of Italian Ancestry by Gregory Sharrow

1. According to the article, what were some of the uses for granite quarried near Barre, Vermont?

(list 8) _____

In the text, **circle** each of the eight uses for granite (there are eight) in the first paragraph. Illustrate **two** uses below: (you may need to look up some words, such as “*lintel*” or “*mill stone*”)

<i>example:</i> fence post		
		

2. Read the first paragraph aloud again with your partner. What impact did the railroad and the invention of new stone-cutting tools have on the granite industry in Vermont?

Talk with your partner: How do you think this might have influenced immigration to Vermont? Can you find evidence in the text to support your prediction?

3. With a partner, re-read paragraph 2.

What attracted Italians from northern Italy to the Barre, Vermont area (pull factor) ?

What drove those Italians to leave their country in the first place? (push factors) ?

Talk with your partner: What do you think “political turmoil” and “poor living conditions” in Italy actually looked like? Describe what you think this means. Write your thoughts below:

“political turmoil”	“poor living conditions”

4. Re-read the last two paragraphs (#3 & #4) again with a partner.

What does the phrase “At the turn of the century” (paragraph 4) mean?

What are textile mills?

Why were textile mills built near a water-fall?

According to the last paragraph, what are the jobs that new Italian immigrants found in Vermont? List them here:

