



*Department of Teacher Education
and Graduate Studies*

Unit Plan Template

LOGISTICS

Teacher: Katelyn Coble
Grade(s) Level(s): 4th Grade
Title of Unit: The Piedmont: Past and Present
Length of Unit: 15 Days

- To discover the growth and development of immigration to North Carolina
- To describe the similarities and difference among people of North Carolina, past and present
- To analyze how different groups have influenced the history of North Carolina
- To identify and assess the role of prominent persons in North Carolina, past and present
- To compare and contrast ways in which people, goods, and ideas moved in the past with their movement today

This unit will focus on how the Piedmont of North Carolina was founded and how it has progressed from its days of a small colony in Old Salem to present day Winston Salem. Students will utilize a variety of resources and participate in a variety of activities to understand how life has changed for those who live in the Piedmont region over the centuries. It is important for student's to participate in the study of history so that they can become knowledgeable and engaged citizens for our nation. Students will describe the similarities and differences between the colonists of Old Salem and their life today. By teaching students to analyze the social, political, and economic threads of the past, it prepares them to analyze those same threads in the present times. Instruction of this unit will help students learn from the past and help them to utilize their skills to prepare for a better tomorrow.

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

2.03 Describe the similarities and difference among people of North Carolina, past and present.

2.04 Describe how different ethnic groups have influenced culture, customs, and history of North Carolina.

NCSCOS Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history

3.03 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

NCSCOS Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.05 Identify and assess the role of prominent person in North Carolina, past and present.

UNIT ESSENTIAL QUESTION (S)

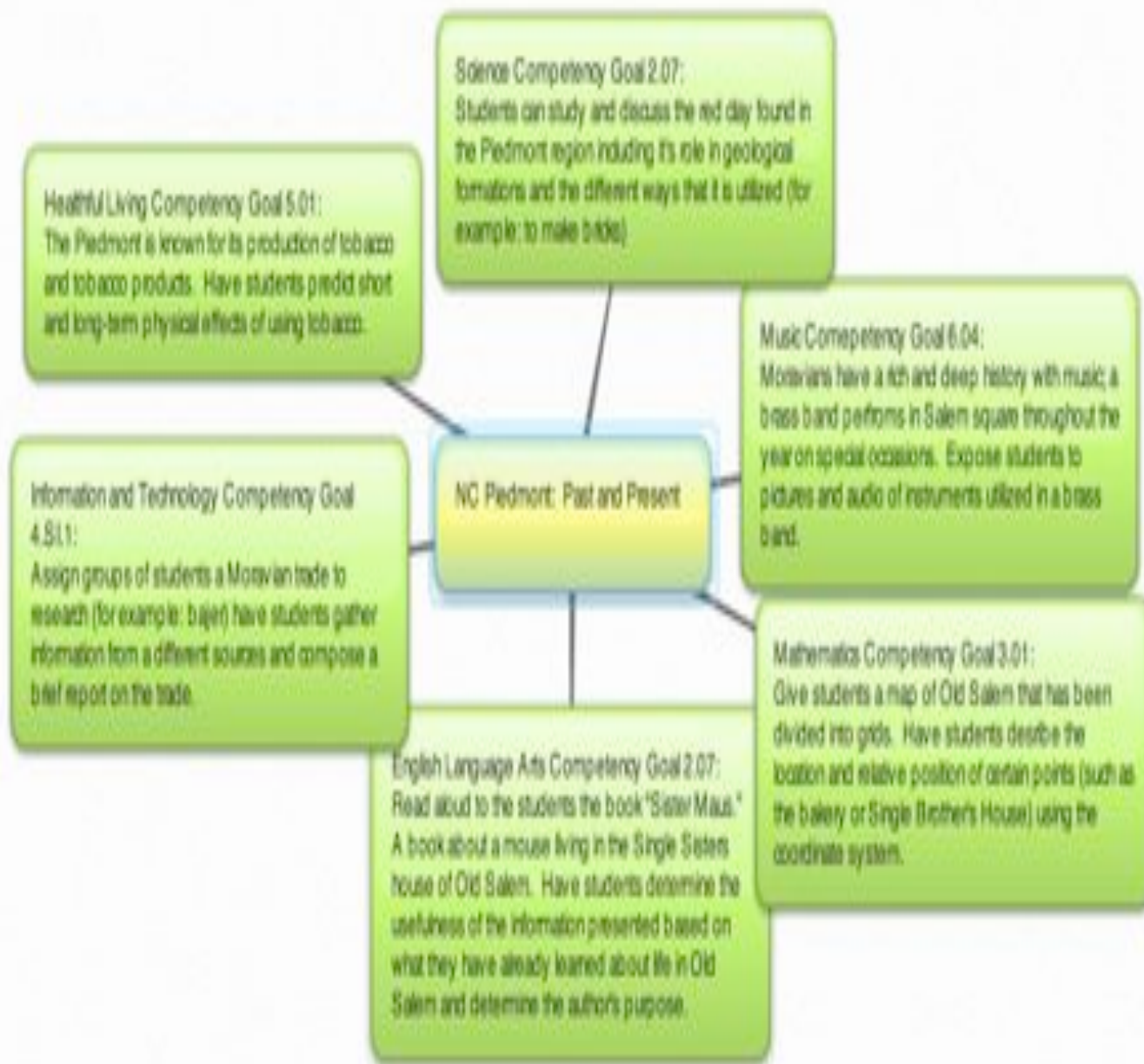
How is your life today different from the lives of the colonists in Old Salem?

How was the settlement of the Piedmont different from the settlement of the Coast?

How did the colony of Old Salem influence life in the Piedmont today?

UNIT OVERVIEW

Plan for Integration (*Mind Map or Graphic Organizer*)



Prerequisite Teacher Content Knowledge

- Knowledge about the settlement of the Piedmont region of North Carolina
- Knowledge about the Old Salem colony
- An understanding of the Piedmont today and its economy.

CONSIDERATIONS ABOUT THE LEARNERS

Prior Knowledge

Students should have already completed a unit study on the Coastal Region of North Carolina so that they can compare and contrast the differences between the Coastal Region and the Piedmont Region of North Carolina.

Unique Learner Characteristics

Students who are EC may require extra time to complete assignments and projects. The students may benefit from being partnered with an advanced student during partner or group activities. However, the student should not always be paired with the same child.

Students who are academically gifted may complete at a more rapid pace. Be prepared to help these students dig deeper into the subject at hand in order to challenge their critical thinking skills. Have a list of deeper questions prepared to ask the academically gifted child.

Students with Attention Deficit Hyperactivity Disorder may have a difficult time concentrating and remaining still in the classroom. Students will be engaged in hands on activities and will be given the chance to work with groups and partners when applicable. The teacher needs to be sure that the student understands what expected behavior is and what the consequences will be if expectations are not met. The teacher will also need to continuously circulate to ensure that the student is engaged and participating in work.

CONSIDERATIONS ABOUT THE LEARNING ENVIRONMENT

Physical Space

Carpet area will be necessary for read aloud, videos, and whole group discussions. Students will need enough room to move about and work in small groups of three or four.

Temporal Resources

On average students will need to spend at least 45 minutes each day learning and exploring the Piedmont. The unit should take no more than 10 days to cover, however the time may be shortened or lengthened depending on the needs of the class.

Learning Materials

The students will need their own copy of their Social Studies textbook, *Harcourt Horizons: North Carolina*. They will also need pencils, lined paper, and at times access to a computer and Internet.

The teacher will need access to a computer, document camera, and SmartBoard. These tools will help the teacher make the lesson more engaging and interactive.

UNIT OVERVIEW AND TIMELINE

	Objectives	Strategies	Assessments	Other
Day 1	Introduce students to the unit by discussing how people settled the backcountry (or Piedmont region) of North Carolina.	Whole group instruction using: Show video of family traveling in a covered wagon Show a PowerPoint with maps of The Great Wagon Rd. Use Call & Response to keep students engaged throughout presentation.	Have students answer discussion questions to help guide students' comprehension of how people settled the Piedmont and compare the settlement of the Piedmont to the settlement of the Coastal Plain.	Have worksheet with discussion questions prepared for students and give it to students before presentation this way students will know particular points to listen for.
Day 2	Students will learn about the Conestoga Wagons that the pioneers used to travel. Students will also learn about life aboard the wagons.	Whole group instruction: Introduce Conestoga Wagons and give students direction for small group activity Have students break into groups of three and have students determine what they will need on the trip, how much the wagon can hold, and how much money that will be needed.	Have students write a journal entry about embarking on a journey to the Piedmont of NC describing preparations for the trip, money needed, supplies needed, etc.	A rubric will be used to grade journal entry. Students will need access to a mobile lab to complete research on the Conestoga Wagon.

<p style="text-align: center;">Day 3</p>	<p>Students will learn about the Moravians who settled present day Old Salem.</p>	<p>Whole Group Instruction: To hook students interests have them sit with boys on one side of the room and girls on the other side of the room. Explain to them that girls and boys will work together as a team today. Use a PowerPoint to introduce the Moravians and their way of life. Students should then understand why they have been sitting as teams of boys and girls.</p>	<p>Have students write a journal entry about how life for the Moravians differs from their life today.</p>	<p>A rubric will be used to grade journal entry.</p>
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<p style="text-align: center;">Day 4</p>	<p>Students will learn about the buildings that make up the town of Wachovia.</p>	<p>Whole group instruction: Introduce students to the project they will complete. Students will work in small groups to research and learn about buildings and their purpose in the town of Wachovia.</p>	<p>After students have completed their research, they will present to their classmates. A rubric will be used to grade presentation. Students will also individually create a Venn Diagram comparing buildings of Old Salem with buildings we have in our community today.</p>	<p>A rubric for assessing presentation will be needed. Mobile lab for research will be needed. Venn Diagram and a list of buildings we have in our community today will be needed.</p>
<p style="text-align: center;">Day 5</p>	<p>Students will learn about jobs that community members held in Wachovia.</p>	<p>Whole group instruction: Introduce students to the project they will complete. Students will work in small groups of three to research and learn about jobs and their purpose in the town of Wachovia.</p>	<p>Students will present their job to the class. A rubric will be used to grade the presentation.</p>	<p>A rubric for grading presentation will be needed. Access to mobile lab for research will be required.</p>

<p style="text-align: center;">Day 6</p>	<p>Students will experience Old Salem (Wachovia) first hand.</p>	<p>Whole group instruction: Students will take a field trip to Old Salem to experience what life was like in the Moravian community first hand.</p>	<p>Students will complete a reflection on the field trip. A rubric will be used to grade students reflection.</p>	<p>A rubric for grading the reflection will be needed.</p>
<p style="text-align: center;">Day 7</p>	<p>Students will learn about North Carolina's transition from a colony to a state and battles that took place in the Piedmont.</p>	<p>Whole group instruction: Discuss the Revolutionary War. Students should have some knowledge of the war already from studying the coast. Break students into partners. Have students research Ramsour's Mill, Guilford Courthouse, Archibald Murphey, and the city of Raleigh.</p>	<p>Students will give a presentation on their assigned topic. Students will be asked to complete questions on the topic after all presentations have concluded.</p>	<p>Questions will need to be provided to students. Access to a mobile lab for research will be required.</p>

<p style="text-align: center;">Day 8</p>	<p>Students will learn about North Carolina during the Civil War</p>	<p>Whole group instruction: Students should have some schema about the Civil War from studying the coast. Have students work together to create a KWL chart about the civil war. Have students partner read pages 167-170 in their Social Studies books.</p>	<p>After students have completed reading, have them individually answer questions about the text.</p>	<p>Students will need their Social Studies book and questions about the topics learned.</p>
<p style="text-align: center;">Day 9</p>	<p>Students will learn about North Carolina during the Civil War</p>	<p>Whole group instruction: Revisit the KWL chart and have students share new things they learned from their studies on the prior day. Using the Jigsaw method, divide students into two groups. Have one group of students learn about War in North Carolina and have the second group learn about reconstruction.</p>	<p>After students have completed reading and presenting, have them individually answer questions about the text.</p>	<p>Students will need their Social Studies book and questions about the topics learned.</p>

<p style="text-align: center;">Day 10</p>	<p>Students will learn about Industry in NC after the Civil War.</p>	<p>Whole group instruction: Use a PowerPoint to introduce students to North Carolina and Industry during the 1800' s-1900. Have students break into pairs and learn about important industry leaders in the Piedmont during this time such as: Michael Schenck, James W. Cannon, Cone brothers, Washington Duke and James Buchanan Duke, Thomas Day, RJ Reynolds.</p>	<p>Have students present their person to the group. Use a rubric to grade presentation. Also, have students individually write a report about their person. Use a rubric to grade report.</p>	<p>Access to a mobile lab will be needed for research. Rubrics to grade presentation and report will be needed.</p>
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LESSON PLANS (Insert lesson plans here)

Lesson #1

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 1

Desired learning outcome(s):

The learner will investigate the exploration of the North Carolina Piedmont.

Essential question(s) from learning objective:

How was the settlement of the coast different from the settlement of the Piedmont?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled.

Materials and resources needed (include authentic literature selection):

SmartBoard

Laptop

PowerPoint with maps of The Great Wagon Road

Worksheets with discussion questions

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

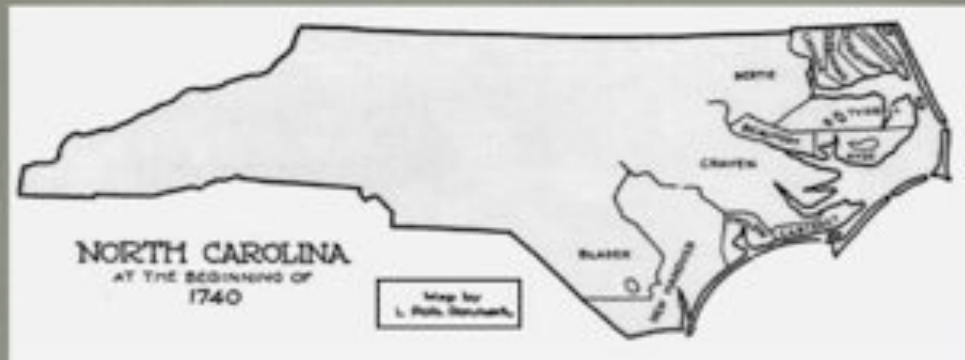
To introduce students to the Piedmont, have students look at a map showing the Piedmont region of North Carolina. Have students locate Davidson County on the map so that they understand that they will be learning about how their home county was settled.

- **Developmental Strategies**

Show PowerPoint discussing how people traveled from Pennsylvania and about the differences between the North Carolina coast and North Carolina Piedmont.



Settling the Backcountry



In the early 1700's most North Carolina towns and cities were located on the Coastal Plain.



People called the vast region west of the coastal plain, the backcountry. It was called the backcountry because it was away from, or in the back of the Coastal Plain. Poor roads, waterfalls, and rapids made travel to the backcountry difficult.



The Great Wagon Road was hard to locate and follow, so immigrants made maps of it. This map from the 1750's shows where travelers could safely cross the Blue Ridge Mountains. It also shows the many rivers in this part of North Carolina.



The Great Wagon Road stretched from near Philadelphia, south through the Shenandoah Valley in Virginia, and into North Carolina. Travel on the Great Wagon Road was slow. People could not go any faster than their feet could carry them. It took a family almost a month to walk from Maryland to Surry County, North Carolina. Today you can fly from Maryland to North Carolina in about an hour and half.



The new settlers brought diversity, or differences, to the Piedmont. Some spoke different languages and had different religious beliefs and customs. Many of the settlers were German or Scotch-Irish immigrants. The Scotch-Irish were people whose ancestors had migrated from Scotland to Ireland. Still other new settlers were Welsh or Irish.



Most settlers belonged to Christian churches. Many of the Scotch-Irish were Baptists or Presbyterians. The Germans were often Lutherans or Moravians. Others were Quakers. These people settled in the valleys of the Yadkin and Catawba Rivers. They bought land in what are today Anson, Granville, Mecklenburg, Orange, and Rowan counties.

Farming in the Backcountry



The farms of the backcountry were smaller than the plantations of the Coastal Plain. Few farm families had slaves. Boys helped their fathers with plowing and planting crops. Girls helped their mother with cooking, sewing, spinning thread, weaving, and other household chores. Everyone helped with the harvest.



In the backcountry, families were self-sufficient, or able to produce almost everything they needed. They grew their food and made their clothes. On Coastal Plain plantation, enslaved African Americans raised cash crops such as tobacco and cotton for the planters. On Piedmont farms, families raised pigs, cows, and sheep. They grew corn, wheat, and other grains for themselves with a little extra to sell. The sale of these crops usually brought in only enough money to pay taxes or to buy goods the farmers could not make or grow themselves.



- **Concluding Strategies**

After students completing the PowerPoint have students discuss what they learned about settling the Piedmont. Also have students brainstorm how settling the Piedmont was different than settling the coast.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their responses to questions asked during the presentation and listen to their discussion during the conclusion of the lesson. I will also assess understanding of the content presented through the use of discussion questions.

Accommodations/modifications to strategies or assessments

For students who struggle with new content (Student N) place page numbers on the work sheet with discussion questions. This way the student will have an easier time accessing information in order to answer the questions.

For advanced students (Student A) include open-ended questions on the worksheet. This will allow the advanced student to answer as in depth as they feel necessary. This will also allow the teacher to encourage the advanced student to dig deeper.

For the average learner (Student M) include vocabulary questions so that the student can become familiar with the terminology being used in the chapter before asking open-ended questions.

Wrap-up and reflection by the students

Send students back to their desk to answer the discussion questions presented to them. Use the Worksheet attached below:

Name:

The Piedmont Region

Vocabulary:

(1) People called the area to the west of the Coastal Plain the _____ because it was away from, or back of, the Coastal Plain.

(Pg. 156)

(2) A _____ is a person who is among the first to settle in a place.

(Pg. 156)

(3) Colonists began going south to _____, or move to a new location. (Pg. 156)

(4) The new settlers brought _____, or difference to the Piedmont. (Pg. 157)

(5) In the backcountry, families were _____, or able to produce almost everything they needed. (Pg. 159)

Review:

(1) Who were some of the groups of European immigrants who settled in the backcountry? (Pg. 157)

(2) Use the words relocate and pioneer in a sentence describing the journey on the Great Wagon Rd.

(3) What kinds of farming were done in the Piedmont? (Pg. 159)

(4) How did Piedmont backcountry farms differ from Coastal Plain plantations? (Pg. 159-160)

(5) What were the religions of the Scotch-Irish settlers? (Pg. 157)

(6) Why did Piedmont settlers have to make their own food and clothing?

Resources/References Used:

Harcourt Horizons. "The Piedmont Region." *North Carolina*. Orlando, FL: Harcourt, 2003. 156-160. Print

Student Work Samples:

Student A

The Piedmont Region

Vocabulary:

(1) People called the area to the west of the Coastal Plain the

backcountry because it was away from, or back of, the Coastal Plain.

(Pg. 156)

(2) A pioneer is a person who is among the first to settle in a place.

(Pg. 156)

(3) Colonists began going south to relocate, or move to a new location. (Pg. 156)

(4) The new settlers brought diversity, or difference to the Piedmont. (Pg. 157)

(5) In the backcountry, families were self-sufficient, or able to produce almost everything they needed. (Pg. 159)

Review:

(1) Who were some of the groups of European immigrants who settled in the backcountry? (Pg. 157)

They were German and Scotch-Irish.

(2) Use the words relocate and pioneer in a sentence describing the journey on the Great Wagon Rd.

Some people wanted to relocate to the back country they were called Pioneers. they traveled on the great wagon rd.

(3) What kinds of farming were done in the Piedmont? (Pg. 159)

They raised animals and grew cotton, corn, wheat.

(4) How did Piedmont backcountry farms differ from Coastal Plain plantations? (Pg. 159-180)

the farms were smaller.
the farms had less people to work on it.
the farms had no slaves!

(5) What were the religions of the Scotch-Irish settlers? (Pg. 157)

They were Baptists and Presbyterians.

(6) Why did Piedmont settlers have to make their own food and clothing?

Because they had no stores in the
piedmont, the stores were in the
central plains.

Student
M

The Piedmont Region

Vocabulary:

- (1) People called the area to the west of the Coastal Plain the backcountry because it was away from, or back of, the Coastal Plain. (Pg. 156)
- (2) A pioneer is a person who is among the first to settle in a place. (Pg. 156)
- (3) Colonists began going south to relocate, or move to a new location. (Pg. 156)
- (4) The new settlers brought diversity or difference to the Piedmont. (Pg. 157)
- (5) In the backcountry, families were self-sufficient or able to produce almost everything they needed. (Pg. 159)

Review:

- (1) Who were some of the groups of European immigrants who settled in the backcountry? (Pg. 157)

German, and Scottish-Irish
were some of the groups
of European immigrants
who settled in the
backcountry

(2) Use the words relocate and pioneer in a sentence describing the journey on the Great Wagon Rd.

The pioneers wanted to relocate a new place to live

(3) What kinds of farming were done in the Piedmont? (Pg. 159)

On piedmont farms, families raised pigs, cows, and sheep. They grow corn, wheat, and other grains

(4) How did Piedmont backcountry farms differ from Coastal Plain plantations?

(Pg. 159-160)

They were smaller than Coastal Plains

(5) What were the religions of the Scotch-Irish settlers? (Pg. 157)

They went to Baptists or Presbyterians churches

(6) Why did Piedmont settlers have to make their own food and clothing?

because there
is no
walmart or stores
to buy cloths

Student
N

The Piedmont Region

Vocabulary:

(1) People called the area to the west of the Coastal Plain the back country because it was away from, or back of, the Coastal Plain.

(Pg. 156)

(2) A pioneer is a person who is among the first to settle in a place.

(Pg. 156)

(3) Colonists began going south to relocate, or move to a new location. (Pg. 156)

(4) The new settlers brought diversity, or difference to the Piedmont. (Pg. 157)

(5) In the backcountry, families were self-sufficient, or able to produce almost everything they needed. (Pg. 159)

Review:

(1) Who were some of the groups of European immigrants who settled in the backcountry? (Pg. 157) German, Scotch-Irish

(2) Use the words relocate and pioneer in a sentence describing the journey on the Great Wagon Rd. The pioneers are relocating.

(3) What kinds of farming were done in the Piedmont? (Pg. 159)

plantation

(4) How did Piedmont backcountry farms differ from Coastal Plain plantations?

(Pg. 159-160)

Coastal plain → Fictive

(5) What were the religions of the Scotch-Irish settlers? (Pg. 157)

Baptist Presbyterian

(6) Why did Piedmont settlers have to make their own food and clothing?

Because if they ran out of food and clothing

Assessment Samples:

9/6

Student A

The Piedmont Region

Vocabulary:

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(Pg. 156)

(2) A pioneer is a person who is among the first to settle in a place.

(Pg. 156)

(3) Colonists began going south to relocate, or move to a new

location. (Pg. 158)

(4) The new settlers brought diversity, or difference to the
oh careful about spelling!
Piedmont. (Pg. 157)

(5) In the backcountry, families were self-sufficient, or

able to produce almost everything they needed. (Pg. 159)

Review:

(1) Who were some of the groups of European immigrants who settled in the backcountry? (Pg. 157)

They were German
- and Scotch-Irish.

(2) Use the words relocate and pioneer in a sentence describing the journey on the Great Wagon Rd.

Some people wanted to relocate to the back country they were called Pioneers they traveled on the great wagon rd.

Excellent sentence!
Be careful about misspelling words that are in the question!

(3) What kinds of farming were done in the Piedmont? (Pg. 159)

They raised animals and grew cotton, corn, wheat.

(4) How did Piedmont backcountry farms differ from Coastal Plain plantations?

(Pg. 159-160) the farms were smaller. the farms had less people to work on it. the farms had no slaves!

-4
What were farms on the Coastal Plain like?

(5) What were the religions of the Scotch-Irish settlers? (Pg. 157)

They were Baptists and Presbyterians.

(6) Why did Piedmont settlers have to make their own food and clothing?

Be careful about misspelling words that are in the questions.
Because they had no stores in the Piedmont. The stores were in the coastal plains. ← Excellent answer! Blackbeard did have a store in the Coastal Plain!

Student A

You had a lot of wonderful answers, but you need to be sure you are taking your time and not making careless errors.

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Student
M

The Piedmont Region

Vocabulary:

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backcountry because it was away from, or back of, the Coastal Plain.

(Pg. 156)

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able to produce almost everything they needed. (Pg. 159)

Review:

(1) Who were some of the groups of European immigrants who settled in the

backcountry? (Pg. 157)

German, and scot-Irish
were some of the groups
of European immigrants
who settled in the
backcountry

(2) Use the words relocate and pioneer in a sentence describing the journey on the Great Wagon Rd.

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(3) What kinds of farming were done in the Piedmont? (Pg. 159)

On piedmont farms, families raised pigs, cows, and sheep. They grow corn, wheat, and other grains

(4) How did Piedmont backcountry farms differ from Coastal Plain plantations?

(Pg. 159-160)

They were smaller than Coastal Plains

-4
What else was different?
Did Piedmont farms have slaves? Did Coastal Plain plantations have slaves?

(5) What were the religions of the Scotch-Irish settlers? (Pg. 157)

They went to Baptists or Presbyterians churches

(6) Why did Piedmont settlers have to make their own food and clothing?

because there
is no
walmart or stores
to buy cloths

Student
M

I loved that you used complete sentences when you answered your questions. Keep up the good work!

Student
N

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The Piedmont Region

Vocabulary:

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back country because it was away from, or back of, the Coastal Plain.

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Review:

(1) Who were some of the groups of European immigrants who settled in the backcountry? (Pg. 157) German, scotch-irish

(6) Why did Piedmont settlers have to make their own food and clothing?

Because if they ran out of food and clothing

Excellent beginning - I can see that you were on the right track with your answer but what would happen if they ran out? Was there a store to go and get more?

Student
N

I saw lots of great answers and good work! Be sure you read back over your answers and make sure you have fully answered the question before you turn your work in.

Reflection By Teacher:

Today I began my unit on The Piedmont: Past and Present. Instead of having the students read along with me from their Social Studies book, as they are use to doing, I

prepared a PowerPoint to give them the information they needed. The students seemed to really enjoy the PowerPoint, especially the pictures. During the presentation they were actively engaged and asking questions. I was very pleased with their attention and participation. Because, my PowerPoint went along with the book, I had the students open their Social Studies book in case they wanted to follow along with me there and because I wanted to direct their attention to a few photos on the pages. In retrospect, I would not have had the student's open their book. Student M spent a lot of time, at the beginning of the lesson, being concerned about what page we were on in the book. She was the only student that seemed bothered by the book, but in a different classroom, this may be a problem. After the presentation, I handed out the discussion questions I prepared. For Student M, who is an average student, I included vocabulary enrichment. This is beneficial to all level students but particularly to an average learner because it will help develop a better understanding of the unit and the words used. For Student A, who is an advanced learner, I included questions that required a deeper level of thinking. This type of question is always good for an advanced learner because they can dig deeper and answer the question on their own person level of thinking. For Student N, who is a struggling learner, I included page numbers for the vocabulary words and for questions that could be answered from the book. Student N often gets overwhelmed looking for information in the text, I thought this would be an excellent way to remove some of his frustrations. Also, all of the accommodations for my three unique learners would be beneficial for the entire class. Once I took the questions up from the students, I was very disappointed at the quality of answers I was given. Most of the students had given me correct answers but they were not completed in full sentences. I had assumed that 4th grade students were use to answering open-ended questions with complete sentence, but I learned a valuable lesson to never assume. After speaking to me CT she told me that students are so use to answering multiple-choice questions because of

the nature of the EOG that they struggle when they are asked open-ended questions. I decided to give the paper back to the students and give them a chance to correct their errors. I gave examples of good answers I received and bad answers that I had been given and then sent them back with their papers to correct them. After the students turned their papers in for a second time, I was pleased to find that most of them had done a much better job at answering their questions. Student A, the advanced learner, had very good answers however, you can tell that he completed them quickly and made many errors in spelling. My focus for Student A, in the future is to help him slow down and make him see that the quality of his work is more important than completing his work quickly. Overall, I feel that the lesson was a success. Next time, I will be more carefully about explicitly stating what I expect from my students when giving them an assignment.

Lesson #2

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 2

Desired learning outcome(s):

The learner will investigate what life was like for pioneers leaving Pennsylvania to travel to North Carolina.

Essential question(s) from learning objective:

What was life like for Pioneers while traveling to North Carolina in a Conestoga wagon?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina.

Materials and resources needed (include authentic literature selection):

SmartBoard slide on Conestoga Wagons

Morvain Diary Entry about traveling to the Piedmont
Prices and weights of items students can pack on their wagon

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

To activate student's schema on Conestoga Wagons, have students the following SmartBoard slide to identify different parts on the Wagon. Conestoga Wagons should be a review to students from third grade.

<http://library.thinkquest.org/6400/wagon.htm>

After students go over the Conestoga Wagon, share with students a diary entry written by a young Moravian coming from Bethlehem, Pennsylvania to Old Salem, located in the Piedmont of North Carolina. Located at the following link:

<http://www.learnnc.org/lp/editions/nchist-colonial/2033>

Share the Nov 2nd entry with students. It discusses how at times members of the wagon party had to carry loads on their backs up hills, how they slept, and various other aspects of having to navigate a wagon on The Great Wagon Road.

- **Developmental Strategies**

After students go over the Conestoga Wagon, share with students a diary entry written by a young Moravian coming from Bethlehem, Pennsylvania to Old Salem, located in the Piedmont of North Carolina. Located at the following link:

<http://www.learnnc.org/lp/editions/nchist-colonial/2033>

Share the Nov 2nd entry with students. It discusses how at times members of the wagon party had to carry loads on their backs up hills, how they slept, and various other aspects of having to navigate a wagon on The Great Wagon Road.

- **Concluding Strategies**

Have students break up into partners to investigate what life was like aboard a Conestoga wagon. Have students determine what they will need on the trip. Give students a sheet detailing how much money they have and how much weight they can carry in their wagon; the partners must work together to determine what is important to spend their money on. Give students the following papers:

Traveling to the North Carolina Piedmont

You are pioneers traveling together down The Great Wagon Rd from Pennsylvania to the backcountry of NC. It is important to remember that pioneers traveling by covered wagon had to be very careful about their wagon's weight. Your wagon can only carry 2,000 pounds. Even a few pounds heavier could mean the trip would be much more difficult for the ox or horses. This is why the men and women would walk beside the wagon instead of riding inside the wagon.

You also have a limited amount of money for your trip. You and the rest of your party have been saving money for a very long time and have \$265.00 for supplies. There are a total of 5 people in your group and you still need supplies for the trip. Your wagon travels 12 miles a day and it is 600 miles to North Carolina, so you will need to be sure to take enough supplies for at least 2 months. There will be places to buy goods along the trail, so you may want to save some money.

This is the amount of food that was recommended for each person traveling in a covered wagon:

- 100 pounds of flour
- 30 pounds of dried meat
- 5 pounds of grain
- 2 pounds of coffee
- 1 pound of tea
- 10 pounds of sugar
- 10 of dried fruit and vegetables
- 5 pounds of salt

Remember the supplies you buy and decide to take will help you on your journey and to start your new life in North Carolina. You are responsible for spending your money wisely and making sure your supplies are not too heavy for your wagon. GOOD LUCK!

Supplies	Weight in Pounds	Cost
Tools		
One extra wheel	110	\$20.00
One gun and ammunition	10	\$6.00
Kitchen Utensils (pots, knives, etc)	20	\$5.00
Household Tools (broom, pail, etc.)	20	\$7.00
Farming tools (shovel, ax, saw, etc)	50	\$12.00
Nails	5	\$8.00
1 Lantern and Kerosene	5	\$3.00
Rope	4	\$3.00
Tools to repair wagon	20	\$6.00
Candles	8	\$2.00
Animal Trap	15	\$5.00
Personal Items		
Bedding (for 1 person)	3	\$3.00
One extra blanket	1	\$2.00
Material and sewing equipment	30	\$5.00
Soap	5	\$2.00
One bed	100	\$2.00
First aid kit	5	\$5.00
Food		
Flour	100	\$15.00
Tea	10	\$8.00
Salt (for seasoning and preserving)	90	\$5.00
Sugar	90	\$19.00
Coffee	10	\$5.00
Dried meat	80	\$22.00

Dried fruit and vegetables	70	\$10.00
Barrel of water	95	\$8.00
Grain (to eat and feed animals)	100	\$12.00
Goods From Your House		
Rug	40	-----
Fiddle	2	-----
Doll	2	-----
Jump rope	1	-----
Marbles	1	-----
Family Bible	2	-----
Books	5	-----
Hunting knife	1	-----
Bag of clothes (for one person)	40	-----
Mirror	40	-----
Butter Churn	40	-----
Table and 4 chairs	200	-----
Piano	900	-----
Organ	2,000	-----
Baby cradle	75	-----
Rocking chair	50	-----
Pitcher and bowl	5	-----
Stool	10	-----
Spinning wheel	80	-----
Clock	1	-----
Set of dishes	40	-----

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their responses to questions asked during the opening discussion. I will also assess understanding by reading student's reflections on what they learned about traveling in a Conestoga wagon on The Great Wagon Road.

Accommodations/modifications to strategies or assessments

For students who struggle with new content (Student N) place them with a partner who will work well with them by being patient and helping them. Also, give a minimum number of sentences that the journal entry must be. Six sentences is usually a good

number to use. This keeps students who struggle from being overwhelmed and gives them a goal.

For advanced students (Student A) allow them to write as much as they like in their journal entry and allow them to be creative.

For the average learner (Student M) partners and opened ended journal entries are both beneficial. This allows the student to write as much as necessary but also gives them the goal of at least six sentences. Having a partner will also help with questions that the average learner may have.

Since this is group work, the teacher will need to circulate to ensure that students are on topic.

Wrap-up and reflection by the students

Send students back to their desk to reflect/write a journal entry about embarking on a journey to the Piedmont of NC describing preparations for the trip, money needed, supplies needed, etc.

Resources/References Used:

Floresville Elementary School. (1999, June 7). Conestoga Wagon. Retrieved from Pioneers website: <http://library.thinkquest.org/6400/>

Fries, A. L. (n.d.). Diary of a Journey of Moravians. Retrieved from Records of the Moravians in North Carolina website: <http://www.learnnc.org/lp/editions/nchist-colonial/2033>

Student Work Sample:

Student A

Nov. 31st

Today we left from Bethlehem, Pennsylvania to Salem, NC. Me and Alex are going to be ITappers. We have 10 oxen pulling our cart and 5 spare oxen tied to the back. We have only \$44 dollars to spend on our trip we can hold 575 pounds more. We came prepared for a hunt. We have 4 guns and 50 hunting knives. We hope to build a house instead of bring one. On our way a man said that we could stop and rest at a tavern 5 miles away from here and 60 miles from Salem. Well 5 miles up the road there was no tavern the man was behind us and Alex wanted to throw a knife at him. Soon after that we camped and our dog started chasing something. He killed it and brought it to us. It was a rabbit we cooked it and he ate it. The next morning we packed up and left. By lunch I could see Salem we were happy.

Student M

Today we packed up the wagon to head off to the back country. We packed flour to cook, grain to feed the oxen, water to drink, hunting knife to hunt, set of dishes, first aid kit if someone gets hurt, nails to build things, an ax to cut down trees for wood, a lantern to see at night, an animal trap for meat, tools to repair the wagon, an extra wheel in case one breaks, cloths, bedding stuff, a gun for hunting, beds, tea, sewing stuff to patch up cloths, a rope to help pull stuff, blankets for warmth, dried fruit and vegetables for snacking, and soap for washing. I really hope that I will get to the back country safely with this stuff.

Student IV

November 31

I just got here and I got to set up my stuff, it been weeks since I was back at home. I'm hoping to be a trapper 31 hours later. I just got some building and ready to get my job also the church said yes, and I'm ready to get started. I got to go and set the traps. 1 hour later I got to go check the traps and set some more, yes I got some rabbits.

November 32

I got to go ask the church if I can get a new job. 1 hour later nah! looks like I can't get a new job. the church told me to go and get some deer and hold me this 22 rifle I went out to try it and it worked. ok now it's time to go get some deer. 1 hour later pow! I got one. The End.

Assessment Samples:

Student A

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS - TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING - TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS - TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		8/8

100

I loved your story and how you included meeting the man who tricked you, just like our Moravian friend that we read about!

Student M

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS – TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		7/8

88

Student M

I loved learning about all the things you chose to park, but I would have liked to hear more about your journey to NC.

Student
N

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS – TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		6/8

Student N

175

I enjoyed reading about your life once you got to Old Salem, but you didn't tell me anything about packing your wagon or anything about your journey on The Great Wagon Road.

Reflection by Teacher:

The second lesson of my unit concentrated on the journey of the Moravians from Pennsylvania to Salem, NC. My students had studied pioneers in 3rd grade and are also

currently reading Little House in the Big Woods By Laura Ingles Wilder; so, they had some schema about traveling in a covered wagon. I opened the lesson by showing them an interactive slide that showed the different parts of the Conestoga wagon. We then discussed what we learned about The Great Wagon Road in our previous lesson. We discussed how it was narrow, hard to find, and difficult to travel. We also discussed what it would be like to travel this road with on wagon. After our discussion, we read a diary entry from a young Moravian. The students loved this! They especially liked when they man lied to them about a house being at the top of a particularly steep hill. After we read the diary, we discussed what it would be like packing things to bring with you to your new life in NC. I then gave them their assignment of working with a partner to pack their own covered wagon. They greatly enjoyed the activity! Student A and Student N worked as a pair. Student A loved the activity; he wanted to take with him to lunch to work on. The only issue I had with him was that he wanted to go too in depth with the packing and create scenarios/items that were not on the list. I told him that he could add all of these things in his journal entry but that he needed to limit what he packed to what was on the list so that we do not get too carried away and because pioneers would have had to limit themselves in the same fashion. After looking at the journal entries, I feel like Student A confused Student N with his elaborate scenarios. Student N's journal had nothing to do with packing and his journey but had more to do with his life once he got to Salem. It is good for Student A to work with Student N because it slows Student A down and Student N benefits because Student A explains things to him and is very patient. However, now I am worried that Student A has caused confusion. Student M really enjoyed the activity and worked hard with her partner to decide what to pack however, after reviewing journal entries I am a little disappointed to find that Student M only listed the things she packed and added no aspects of the journey to NC. If I had this lesson to do over again, I would show an example journal entry.

Lesson #3

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 3

Desired learning outcome(s):

The learner will investigate what life was like for the Moravians who settled present day Old Salem.

Essential question(s) from learning objective:

How was life for the Moravians of Old Salem different from your life today?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

NCSCOS Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history

3.03 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

NCSCOS Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.05 Identify and assess the role of prominent person in North Carolina, past and present.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina.

Materials and resources needed (include authentic literature selection):

SmartBoard

Laptop

PowerPoint presenting Moravians to students

Book Time Readers for Kids: Moravians of Old Salem

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

To activate student's schema on what they have already learned about Moravians, ask them what they remember from the journal entry read in Lesson 2. After students share what they remember, show students the following PowerPoint on settling Old Salem:



Moravian Settlement



In 1753 a group of German-speaking immigrants called Moravians made a long and difficult journey to the Piedmont from Bethlehem, Pennsylvania. The Moravians moved to the backcountry to start a religious community. The group bought almost 100,000 acres of land in what is today Forsyth County. The people named their land Wachovia.



In Moravian communities in North Carolina, the church owned all the property. Only members of the Moravian church could live in Salem and everyone had to follow the church's strict rules. One rule was that everyone had to go to church every day. Every member of the religious group worked for the good of the whole community. They shared their resources and the money they earned.



The Moravians first built two small farming communities called Bethabara and Bethania. In 1766 they started work on their largest settlement, they named this new town Salem. It comes from a Hebrew word *shalom* which means "peace." Today's city of Winston-Salem grew out of this town.



Moravians in Salem were known for their hard work, neatness and skill at crafts. Community members built homes, the church, a tavern, a pottery, and many other shops. Salem had many skilled craftspeople who made items such as shoes, clocks, coffeepots, dishes, guns, wagon wheels, and candles. Salem also had a very skilled doctor and many teachers.



When boys and girls were 14 years old, they left their parents' homes. The girls lived in the Single Sister's House. There they learned to knit, weave, and sew. They also made candles, soap, gloves, straw hats, and other goods. The boys lived in the Single Brothers' House. They learned to be shoemakers, carpenters, blacksmiths, bakers, brick makers, and tailors. Both boys and girls learned reading, writing, history, geography, geometry, and Latin. Music was also a very important part of their education.



She is wearing a blue ribbon. What does it mean?

Quilt

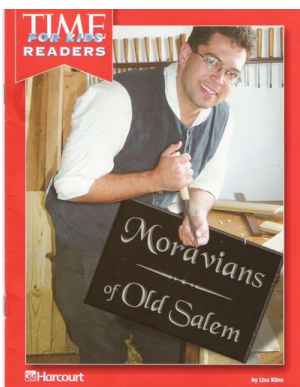


Hoop Trundling



- **Developmental Strategies**

After presenting the PowerPoint, distribute a copy of the book Time For Kids Reader: Moravians of Old Salem by Lisa Kline. Have students follow along as you read aloud from the book, stopping to discuss important ideas presented. The cover of the book appears as follows:



- **Concluding Strategies**

After completing the book, have students brainstorm with one another ways that life in Old Salem was different from their lives today.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their responses to questions asked during discussion on Moravians. I will also assess students understanding by reading their reflection on what life was like for the Moravians of Old Salem and how it differs from their own.

Accommodations/modifications to strategies or assessments

Allow students to struggle (Student N) with new content to have extra time. Also give students a minimum number of sentences that their journal entry has to be. Six is usually a good number of sentences. This keeps students who struggle from becoming overwhelmed and helps them set and work towards a goal.

Allow advanced students (Student A) to write as much as necessary and to be creative. Encourage advanced students to dig deeper if possible.

Average learners (Student M) will benefit from both prior mentioned accommodations. Journal entries allow all students to work to their ability.

Be prepared to assist students who struggle with new content brainstorm ways that their life is different than the life of the Moravians in Old Salem.

Wrap-up and reflection by the students:

Send students back to their desk to reflect/write a journal entry about how their life is different from the Moravians of Old Salem.

Resources/References Used:

Harcourt Horizons. "The Piedmont Region." *North Carolina*. Orlando, FL: Harcourt, 2003. 158-159. Print

Kline, L. (2003). *Moravians of Old Salem*. Orlando, FL: Harcourt, Inc..

Student Work Samples:

My life is different from moravians because we dont go to church everyday. We do believe in violence, we have VIDEO GAMES!!! We can be whatever we want to be. We can drink in our home. we are in school from 8:00 till 2:30, Not from 3:00 to 5:00. We dont live at school, until college. We dont have to go to school. We can play any time we want. We are out for summer. We have TVS, we make our own decisions, not the church. We own everything, we dont share our money.

Student M

Things that are different in Salem then here. Back then they came to school at 8:00am and you stayed intell 5:00pm, then they went home to there mom and dad and ate. After that they went back to school and stayed for the rast of the night. The people who owned the church will decide if you could get married or not and they will decide what jod you get. The girls will waer ether a redpink, blue, or white ribbon. Red ment you were a little girl. Pink ment you werit married. Blue ment you were married. And white ment you were maived but you husben died. Things were very different back then, and people didnt own anything they all shard it. There was no video games the games they played were named quit and what you did was throw a ring and each spot has a numiben that is your score

Salem

Student N

I think our life is better than the Moravians.
Because our life is better because we have iPods
mp3 players we can play violent games. They don't
Believe in violence the only let stranger in the
town and the the members of Salem couldn't get
near the town. The Boys' stayed in one school and the
girls stayed in another. The Kids had to stay in a school
and live there and only come home for dinner and then come
back to sleep. the girls wore a pink ribbon
if they aren't married in blue ribbon means is married
and a white one means their husband was died.

Assessment Samples:

Student A

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS - TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING - TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS - TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		8

100

I can tell you learned a lot of things about life in Old Salem! and how our lives are different!

Student
M

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS – TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		8/8

100

el can tell you learned
a lot about how people lived
in old Salem!

Student N

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS – TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		7/8

88

I can tell you learned a lot about life in Old Salem! Be sure to double check that each of your sentences begin with a capital letter.

Reflection by Teacher:

I was very pleased by how well this lesson went! The students loved the PowerPoint and were very interested in the Moravian's journey; they kept talking about the journal

entry we read in lesson #2 and relating it to the information being presented. I was also very pleased by how engaged they were while we were reading our Time Reader for Kids. They all asked questions and were very engaged; especially Students A & N. We read from the book that Moravians did not believe in violence and I said “sorry boys, that would have meant no violent video games, if they even existed back then,” both Students A & N got really caught up on this fact and kept bring it up over and over again. If I had this lesson to do over again, I don’t think I would bring up video games. It is very odd what sticks out to children. After reviewing the journal entries out how our lives today are different from the lives of Moravians in Old Salem, I was very pleased at how much everyone learned. Student A, while he got hung up on video games, included a lot of good information. I was very excited about Student M’s journal entry, she shared a lot of things that she had learned! Student N recalled a lot of information but struggled with writing it down his mechanics really took away from his journal entry. If I did this lesson over again, I would offer students the option of writing a journal entry or doing an Important Box. An important box lists important facts about a subject; this may have been an easier way for Student N to convey what he had learned from the lesson.

Lesson #4

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 4

Desired learning outcome(s):

The learner will investigate what life was like for the Moravians who settled present day Old Salem.

Essential question(s) from learning objective:

How is our community different from the community of Old Salem?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

NCSCOS Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history

3.03 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

NCSCOS Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.05 Identify and assess the role of prominent person in North Carolina, past and present.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina.

Materials and resources needed (include authentic literature selection):

Map of Old Salem
Mobile Lab for students of access to laptops
Construction Paper
Markers
Pictures of Old Salem buildings

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

To activate students' schema, have them share what they have learned about Moravians and their lives.

- **Developmental Strategies**

Have students break up into partners and investigate buildings in Old Salem. Have names of old Salem building on slips of paper and allow each student to draw a name out of a cup. Each student needs to draw a building. Allow them to use the laptop in order to research the buildings and their importance/purpose in the Old Salem community. Have students use the following link:

<http://www.oldsalem.org/buildings-link>

Each student needs to create a poster showing his or her building and describing why it is important. Students can work in partners so that they can help one another decide important facts for their posters.

- **Concluding Strategies**

Have students present what they have learned about their building and how it was important to the Old Salem community.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their group discussions and group work. I will also assess understanding of the content presented through a Venn diagram comparing Wachovia to the student's own community.

Accommodations/modifications to strategies or assessments

Since this is group work, the teacher will need to circulate to ensure that students are on topic.

Pair students who struggle (Student N) with new content with students to pick up on new content quickly and will help them to decide important facts for their poster.

For the advanced learner (Student A) allow them to go as in depth with their building as necessary.

For the average student (Student M) both prior accommodations will be beneficial.

Help students brainstorm important buildings in our community today.

Wrap-up and reflection by the students

Send students back to their desk to complete a Venn diagram comparing buildings in their own community to buildings in Old Salem.

Resources/References Used:

Old Salem Museums and Gardens. (n.d.). Buildings. Retrieved from The Town of Salem website: <http://www.oldsalem.org/buildings-link>

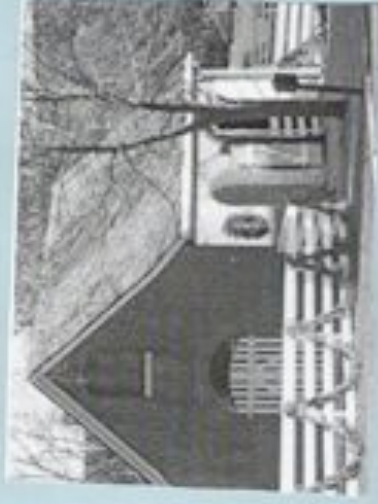
Student Work Samples:

Market-fire engine House the square

Built.. 1803

purpose.. to provide
Shelter for the
fire engine, and
to store fresh
meat.

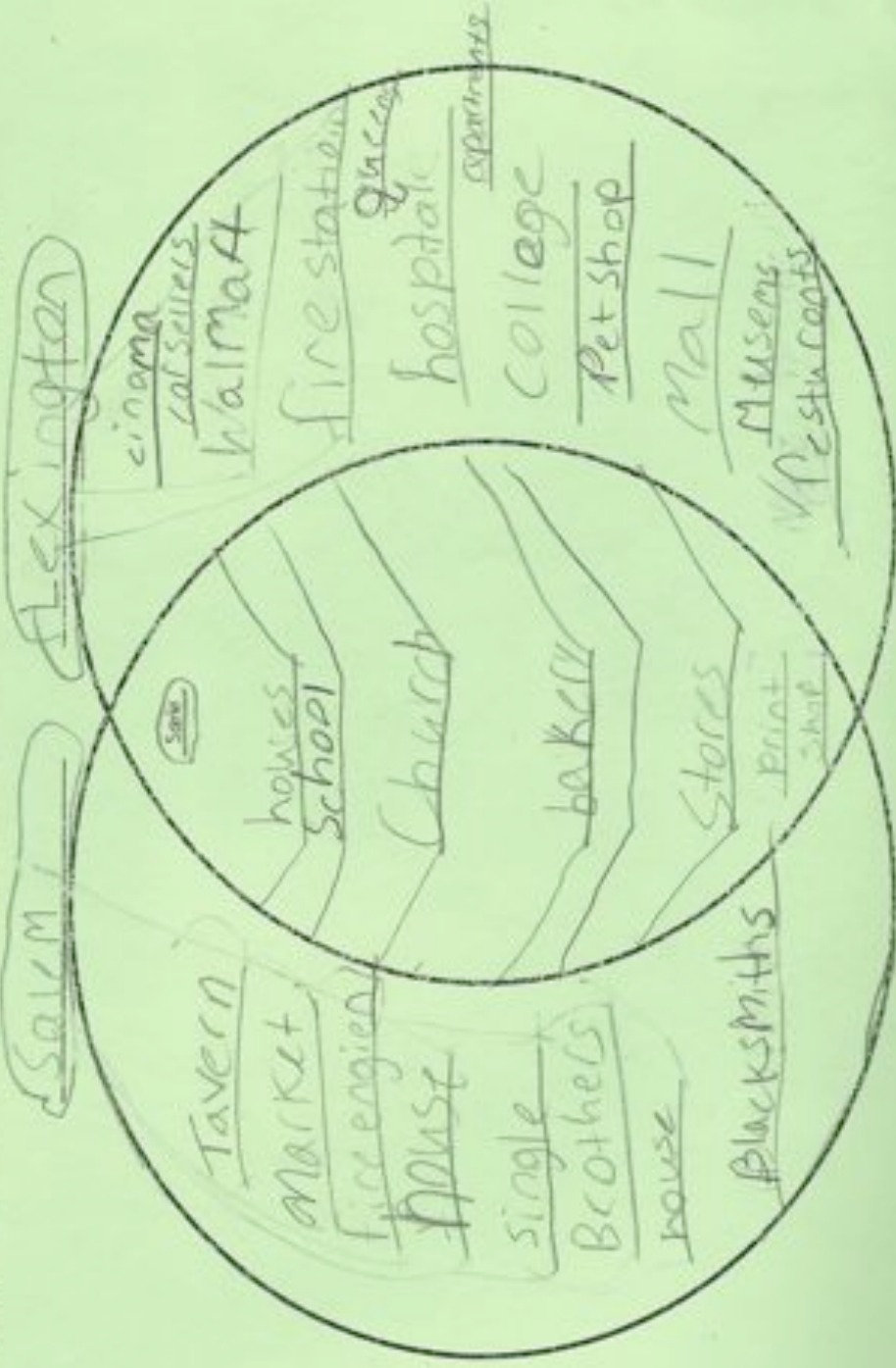
Important facts.. the doctor
said it was necessary to keep fresh meat in
the market house because we eat to much salted meat.
The fire house was to shelter the fire engine
instead of metal buckets they use leather covered



Student A

Name:

Venn Diagram



Old Salem



T. Vogler
Hun Shop

Built: 1831

Purpose: **Work**
Shop

Where at: **913**
South main
Street

Important facts: After being used by Timothy Vogler as a shop until the 1890s, while living in his adjacent house, this building had been enlarged and modified for use as a residence. This free-standing trade shop was restored and returned to its original size and appearance.

Student
M

Venn Diagram

(Lexington)

(Salem)





J. Blum

House

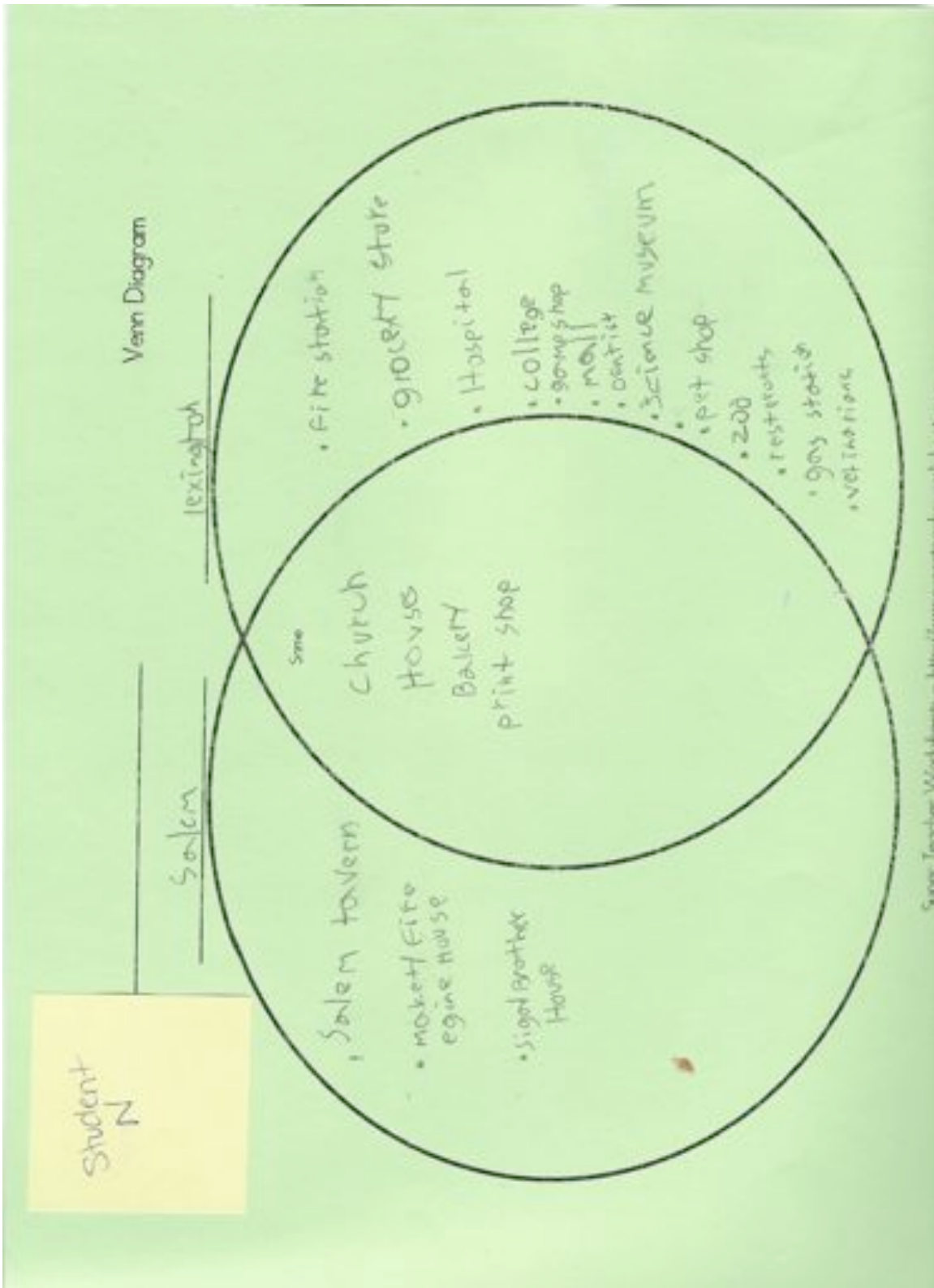
742 South Main Street

• constructed 1815

• purpose: print shop

important fact: in 1828

J. Blum began printing the plenters and Formers
almanac, which is contened today as the local Blums
almanac. at one point J. Blum was the tavern keeper
and he was a baker. and a local agent for the



Assessment Samples:

Venn Diagram Rubric

100

Name Student A

Date 8/30/12

	Beginning 1	Developing 2	Accomplished 3	Magnificent 4	Score
Old Salem and My Community	Does not show any similarities and differences learned.	Shows very few similarities and differences learned.	Shows most of the similarities and differences learned.	Shows all of the similarities and differences learned.	4
Important Information on the Venn Diagram	No information on the Venn Diagram.	Gives very little important information about Old Salem and My Community.	Offers some important information about Old Salem and My Community.	Offers a lot of important information about Old Salem and My Community.	4
Work	Does very little work.	Usually needs help to do the diagram.	Usually does the diagram without help.	Always does the diagram without help.	4
				Total	12/12

Venn Diagram Rubric

Name Student M

Date 3/30/12

100

	Beginning 1	Developing 2	Accomplished 3	Magnificent 4	Score
Old Salem and My Community	Does not show any similarities and differences learned.	Shows very few similarities and differences learned.	Shows most of the similarities and differences learned.	Shows all of the similarities and differences learned.	4
Important Information on the Venn Diagram	No information on the Venn Diagram.	Gives very little important information about Old Salem and My Community.	Offers some important information about Old Salem and My Community.	Offers a lot of important information about Old Salem and My Community.	4
Work	Does very little work.	Usually needs help to do the diagram.	Usually does the diagram without help.	Always does the diagram without help.	4
				Total	12/12

Venn Diagram Rubric

92

Name Student N

Date 3/30/12

	Beginning 1	Developing 2	Accomplished 3	Magnificent 4	Score
Old Salem and My Community	Does not show any similarities and differences learned.	Shows very few similarities and differences learned.	Shows most of the similarities and differences learned.	Shows all of the similarities and differences learned.	3
Important Information on the Venn Diagram	No information on the Venn Diagram.	Gives very little important information about Old Salem and My Community.	Offers some important information about Old Salem and My Community.	Offers a lot of important information about Old Salem and My Community.	4
Work	Does very little work.	Usually needs help to do the diagram.	Usually does the diagram without help.	Always does the diagram without help.	4
				Total	11/12

Reflection by Teacher:

We began this lesson by reviewing what we had learned about the Moravians and their lives in Old Salem; I was so excited by all the wonderful things that the students had remembered from lesson #3. We had a good discussion about their lives and then began to talk about buildings that we would find in Old Salem. I allowed the students to break into partners, because they were going to be making a poster with important facts about buildings in Old Salem, and for struggling learners like Student N, it is better to have a partner to help you narrow down what is important, and read to you if necessary.

After everyone had chosen a partner, I passed around a cup and students drew out a piece of paper with a building's name. I then passed out the laptops so that they could do their research; this aspect became tedious. If I had it to do over again, I would have had the students pick up a laptop from me after they had chosen their partner, I feel like this would have cut down on the tediousness. After everyone had their laptops, I walked them through how to get to the website to do research by projecting me accessing the website onto the SmartBoard. I think this worked out well, all the students were able to follow along with me and we had very little confusion on how to access the site. The students did an excellent job with the research! I did have a difficult time keeping Student A interested in helping Student N (they are best friends and always choose to work together) while he was doing his research. Student A wanted to come and talk to me about all the fascinating things he had learned about his building. After everyone had completed his or her research, I passed out a Venn diagram. Each person shared their building and then the students had to decide if the building was special to Old Salem or if we shared a building similar to the one we had just learned about in our own community. Once everyone had shared, we brain stormed as a class a few building we might find in our community that Moravians would not have had in Old Salem. Everyone did an excellent job brainstorming! After we brainstormed, students wrote down buildings on their Venn diagram in the "Our Community" section that we would have today that the Moravians would not have had, most students used some buildings we came up with as a class and then added some of their own. After reviewing the Venn diagrams, I was pleased with how everyone had done! Student N, however, did not record all the buildings that were found in Old Salem. If I had this to do over again, I would have made a word bank on the board as the students shared their building, this would have given Student N something to double check and make sure he had everything. I also would have given the Venn Diagram out to students who finished their

research early and had them go ahead a brainstorm some buildings that we would have in our community that Moravians in Old Salem wouldn't have had.

Lesson #5

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 5

Desired learning outcome(s):

The learner will investigate what life was like for the Moravians who settled present day Old Salem.

Essential question(s) from learning objective:

How is our community different from the community of Old Salem?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

NCSCOS Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history

3.03 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

NCSCOS Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.05 Identify and assess the role of prominent person in North Carolina, past and present.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina. Students will also need some prior experience about the Moravian settlers of Old Salem.

Materials and resources needed (include authentic literature selection):

Map of Old Salem

Mobile Lab for students of access to laptops

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

To hook student's interest, show them a map of Old Salem and discuss buildings found on the map. Have students share what they learned about these buildings and their functions in Lesson #4. Then explain to students that members of Old Salem community had special jobs and have them recall how the church chose jobs for the community members. Then have students investigate jobs in Old Salem.

- **Developmental Strategies**

Have students investigate jobs in Old Salem. Allow them to use the laptop from the mobile lab and www.wikipedia.org and www.oldsalem.org for their research. Have students pick a partner and put the jobs of printer, tanner, shoemaker, candle-maker, silversmith, blacksmith, and baker into cup for the students to draw from. Have students take notes on 5 important things a person with their job would do.

- **Concluding Strategies**

After students have completed their research, have students share what they have learned about their job and how it was important to the Old Salem community.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their group discussions and group work. I will also assess understanding of the content presented through student's presentation.

Accommodations/modifications to strategies or assessments

Since this is group work, the teacher will need to circulate to ensure that students are on topic.

Pair students who struggle (Student N) with new content with students to pick up on new content quickly and will help them to decide important facts to share with the class. During the journal/reflection give a set number of minimum sentences required. This gives the struggling learner a goal to work towards to avoid overwhelming the student.

For the advanced learner (Student A) allow them to go as in depth with their job and writing as necessary.

For the average student (Student M) both prior accommodations will be beneficial.

Wrap-up and reflection by the students

Send students back to their desk to reflect on the job they have researched. Also have students discuss which job they would have preferred to have if they lived in Old Salem.

Student Work Samples:

Student A

If I lived in old Salem I would be a blacksmith. I would make guns, knives, and hammers. I would name my shop "The Smithy." I would make bars to make houses, I would make axes for chopping wood for fire, stoves for cooking, and tools for working or farming. I would be located right beside the silver smith. People would buy stuff for under \$30.00. I would be a grate blacksmiths -

Student
M

If I lived in old Salem I would want to be a baker. I would like to be a baker because I LOVE TO BAKE!!! I always love to bake with my grandma so I really want to bake. I will bake all kinds of things like bread, pies, cakes, cookies, cupcakes and more. My favorite thing to bake is pies and cakes. I LOVE TO

BAKE!!!!

Student N

I would want to be a blacksmith,
because I get to make the guns and
weapons, and because they get to
make stuff and sell and get rich. I think
it is the best job.

Assessment Samples:

Student A

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS – TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		8/8

170

Excellent! I love the name of your store!

Student
M

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
DEVELOPMENT OF IDEAS – TOTAL POSSIBLE		3
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		8

75

I loved learning about all the things you love to take, but what did the lake in Old Salem have to do?

Student N

REFLECTION JOURNAL RUBRIC		
Category	Description	Point Value
Mechanics Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	Well-written and well-organized	2
	Inadequate due to lack of organization, grammar, and/or major spelling errors	1
MECHANICS – TOTAL POSSIBLE		2
Evidence of Critical Thinking Critical thinking includes application, analysis, synthesis and evaluation. Arguments are clear and show depth of insight into theoretical issues, originality of treatment, and relevance. May include unusual insights. Arguments are well supported.	Demonstrates critical thinking and the ability to apply concepts.	3
	Demonstrates some critical thinking and application of concepts	2
	Shows minor or incorrect application of concepts	1
CRITICAL THINKING – TOTAL POSSIBLE		3
Development of Ideas Well-developed thoughts, ideas, and details, which shows evidence of reflection, new ideas, and grasp of concepts.	Well-developed; shows evidence of reflection and/or metacognition; new ideas introduced and reflects a good grasp of concepts presented.	3
	Shows some evidence of reflection, but not well developed; few new ideas introduced but reflects a grasp of concepts presented.	2
	Not much thought or detail; shows little evidence of reflection or grasp of concepts; no new ideas introduced.	1
	DEVELOPMENT OF IDEAS – TOTAL POSSIBLE	
OVERALL TOTAL POSSIBLE FOR REFLECTION JOURNAL		7/8

88

Good job!
But, what else would
a blacksmith in Old
Salem have to do?

Reflection by Teacher:

We began this lesson by reviewing buildings that we had learned about in Lesson #4 and then we discussed how Moravian's were given their jobs in Old Salem. After

reviewing, the students picked partners and were given a laptop. Next, students drew a job from a cup and began research on their job on www.wikipedia.org. Though I know that Wikipedia is not a scholarly site, it is very user friendly. I explained to the kids that if we were writing a paper, we would not use Wikipedia but since we were just looking for information to share with one another, it was ok. The students did an excellent time doing research on the computer and jotting down notes. I told them they did not have to write anything formal for their notes since they were going to share them aloud with other students. The students did an excellent job sharing what they learned and the journal entries turned out well. The only thing is that some of the students did not include information about what the job they chose would have been like if they lived in Old Salem. If had did this lesson over again, I would have students write five sentences detailing important facts about the job they researched and have them turn it in. I would also show students an example journal entry; I feel like this would cut down on confusion about what was expected.

Lesson #7

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 7

Desired learning outcome(s):

The learner will explore the process of North Carolina transitioning from a colony to a state.

Essential question(s) from learning objective:

What important Revolutionary War battles took place in the Piedmont? How were these battles important to the nation and to North Carolina?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina. Students also need previous knowledge about the Revolutionary War (it should have been discussed during lessons on the coast of North Carolina).

Materials and resources needed (include authentic literature selection):

Anchor Chart

Marker

Mobile Lab

Social Studies textbook, *Harcourt Horizons: North Carolina*

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

Read the following statements aloud and have students predict whether the following statements are true or false.

1. North Carolina Patriots fought in several important battles of the American Revolution. (True)
2. Raleigh was chosen to be North Carolina's capital because it was the largest city in the state. (False)
3. North Carolina's population grew rapidly in the early 1800's. (False)
4. The construction of the railroad connected cities in the eastern part of the state with the Piedmont. (True)

- **Developmental Strategies**

Have students break into partners. Have students research Ramsour's Mill, Guilford Courthouse, Archibald Murphey, and the city of Raleigh. Students can use their social studies book and the laptop (www.wikipedia.org) for research.

- **Concluding Strategies**

After students have completed their research they will present their poster to the whole class. Also, reread the statements read at the beginning of the lesson and have student's discuss how their thinking changed.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their responses to questions asked during the opening discussion. I will also assess understanding of students' topics by the quality of their presentation and the answers given to questions about the topics presented by other students.

Accommodations/modifications to strategies or assessments

Since this is group work, the teacher will need to circulate to ensure that students are on topic.

For students who struggle with new content (Student N) place page numbers on the work sheet with discussion questions. This way the student will have an easier time accessing information in order to answer the questions.

For advanced students (Student A) include open-ended questions on the worksheet. This will allow the advanced student to answer as in depth as they feel necessary. This will also allow the teacher to encourage the advanced student to dig deeper.

For the average learner (Student M) include vocabulary questions so that the student can become familiar with the terminology being used in the chapter before asking open-ended questions.

Wrap-up and reflection by the students

Send students back to their desk to answer questions about all the topics presented. Give Students the following questions:

Name:

From a Colony to a State

Vocabulary:

(1) After the American Revolution, North Carolina lawmakers began thinking about moving their _____, or place of government. (Pg. 162)

(2) _____ is the making of goods. (Pg. 163)

(3) _____ are made by laying heavy logs side by side across a trail. (Pg. 164)

(4) A _____ is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

(1) What Battles of the American Revolution took place in the Piedmont? Tell why each one was important. (Pg. 161-162)

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital before they moved it? (Pg. 162-163)

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

(4) What changes helped cities in North Carolina grow? (Pg. 165)

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

(6) What kinds of transportation came into use in North Carolina in the 1800s?
(Pg. 164-165)

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

(9) Why was it important to build schools? (on your own)

References/Resources Used:

Harcourt Horizons. "The Piedmont Region." *North Carolina*. Orlando, FL: Harcourt, 2003. 161-165. Print

Student Work Samples:

Students A & N were partners for this assignment, this is poster they created about Raleigh:

Raleigh



• 1771 Wake county was founded

• Henry got its name from
Robert's wife, the wife
of governor William Byrd

• Robert's last overlord
the capital site was moved
to Raleigh because it was
more in the middle.

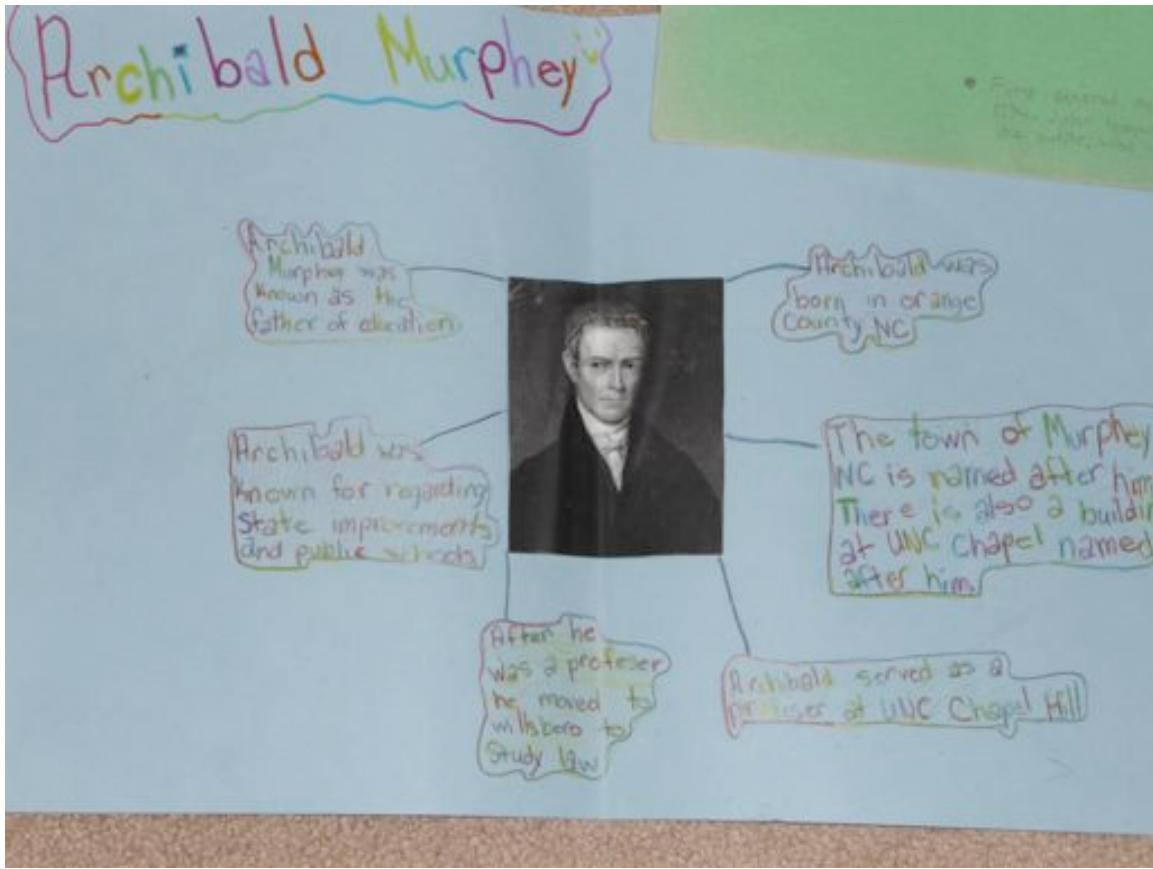
• New Bern, the largest city at the time, was
the capital



• It was founded in 1771 and
named for Walter Raleigh

• The county was named
after Walter Raleigh
because he was the first
to settle there

Student M worked with two other girls to create the poster below:



The following assignments were completed individually:

Student A

From a Colony to a State

Vocabulary:

- (1) After the American Revolution, North Carolina lawmakers began thinking about moving their capital or place of government. (Pg. 162)
- (2) Manufacturing is the making of goods. (Pg. 163)
- (3) Bank roads are made by laying heavy logs side by side across a trail. (Pg. 164)
- (4) A Toll road is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

- (1) What Battles of the American Revolution took place in the Piedmont? Tell why each one was important. (Pg. 161-162)

Ramses Mill --- 400 Americans vs 1300 patriots and the Americans won

Gulidford courthouse... British won but the battle wounded them so bad that they surrendered at York town Virginia.

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital

before they moved it? (Pg. 162-163)

New Bern

they moved the capital because they wanted the capital closer to the center of the state.

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

Archibald Murphey was a state lawmaker and wanted population to grow. He wanted better roads and public schools. He was called "Father of Education" because he wanted public schools.

(4) What changes helped cities in North Carolina grow? (Pg. 165)

the changes were more schools, better roads, and better population.

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

1795

(6) What kinds of transportation came into use in North Carolina in the 1800s? (Pg. 164-165)

Railroads
Plankroads

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

Sir Walter Raleigh

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

Charlotte, Salisbury,
Greensboro, Raleigh, and
Wilmington.

(9) Why was it important to build schools? (on your own)

It is important to build schools because without schools

No woman would be smart or learn how to do anything.

Student M

From a Colony to a State

Vocabulary:

- (1) After the American Revolution, North Carolina lawmakers began thinking about moving their capital, or place of government. (Pg. 162)
- (2) Manufacturing is the making of goods. (Pg. 163)
- (3) Plank roads are made by laying heavy logs side by side across a trail. (Pg. 164)
- (4) A toll road is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

- (1) What Battles of the American Revolution took place in the Piedmont? Tell why each one was important. (Pg. 161-162)

The first battle was in February 1776 at Moores Creek Bridge near Wilmington. The battle resulted in a Patriot victory. It kept the British from capturing the southern colonies.

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital before they moved it? (Pg. 162-163)

They move their capital to Raleigh because New Bern seemed to far east for many of the people who traveled to the capital for government business.

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

Archibald Murphey was a state-lawmaker. He wanted to improve transportation to the western part of the state.

(4) What changes helped cities in North Carolina grow? (Pg. 165)

The decision to improve transportation and education help the cities in North Carolina grow

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

The University of
North Carolina opened
in 1795

(6) What kinds of transportation came into use in North Carolina in the 1800s? (Pg. 164-165)

There were Plank roads,
Tollroads, and Railroads for
transportation in the 1800s

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

Raleigh was named after
Sir Walter Raleigh

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

The cities that were
connected by the North Carolina
Railroad was Charlotte, Salisbury,
and Greensboro.

(9) Why was it important to build schools? (on your own)

For education

Student N

From a Colony to a State

Vocabulary:

- (1) After the American Revolution, North Carolina lawmakers began thinking about moving their capital, or place of government. (Pg. 162)
- (2) manufacturing is the making of goods. (Pg. 163)
- (3) plank roads are made by laying heavy logs side by side across a trail. (Pg. 164)
- (4) A toll road is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

- (1) What Battles of the American Revolution took place in the Piedmont? Tell each one was important. (Pg. 161-162)

ransom's mill - scotch ^{why} rich
patriots broke
Guilford - court ^{up a gathering} royalist plating
Have weakened to Join the
the British ^{gritty} British

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital before they moved it? (Pg. 162-163)

Wanted it closer to the center of the state

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

He decided to have local schools

(4) What changes helped cities in North Carolina grow? (Pg. 165)

a rail road connect charlotte to Salisbury

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

1795

(6) What kinds of transportation came into use in North Carolina in the 1800s? (Pg. 164-165)

toll road plank roads

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

Sir Walter Raleigh

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

Charlotte Salisbury

(9) Why was it important to build schools? (on your own)

to educate children

Assessment Samples:

95

Student A 3

From a Colony to a State

Vocabulary:

- (1) After the American Revolution, North Carolina lawmakers began thinking about moving their capital, or place of government. (Pg. 162)
- (2) Manufacturing is the making of goods. (Pg. 163)
- (3) Bank roads are made by laying heavy logs side by side across a trail. (Pg. 164)
- (4) A Toll road is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

- (1) What Battles of the American Revolution took place in the Piedmont? Tell why each one was important. (Pg. 161-162)

Ramsdell Mill --- 400 Americans vs 1300 patriots and the Americans won.

Sheet! Guilford courthouse... British won but the battle wounded them so bad that they surrendered at York town Virginia.

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital

before they moved it? (Pg. 162-163)

New Bern

they moved the capital
Because they wanted the capital closer to the center of the state

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

Excellent answer!

Archibald Murphey was a state lawmaker and wanted population to grow. He wanted better roads and public schools. He was called "Father of Education" because he wanted public schools.

(4) What changes helped cities in North Carolina grow? (Pg. 165)

the changes were more schools, better roads, and better population.

-2.
the population didn't grow until we had schools, better roads, and the railroad

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

1795

(6) What kinds of transportation came into use in North Carolina in the 1800s? (Pg. 164-165)

-3
We also used
hull roads.

Railroads
Plankroads

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

Sir Walter Raleigh

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

Charlotte, Salisbury,
Greensboro, Raleigh, and
Goldsboro.

(9) Why was it important to build schools? (on your own)

It is important to build schools because without schools

No one would know how to do anything. So smart or learn

Excellent!
We need schools
so people could
get training
to get better jobs.

87

Student M

From a Colony to a State

Vocabulary:

- (1) After the American Revolution, North Carolina lawmakers began thinking about moving their capital, or place of government. (Pg. 162)
- (2) Manufacturing is the making of goods. (Pg. 163)
- (3) Plank roads are made by laying heavy logs side by side across a trail. (Pg. 164)
- (4) A toll road is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

- (1) What Battles of the American Revolution took place in the Piedmont? Tell why each one was important. (Pg. 161-162)

The first battle was in February 1776 at Moores Creek Bridge near Wilmington. The battle resulted in a Patriot victory. It kept the British from capturing the southern colonies.

-4
What about
Ransome's Mill
and Guilford
Courthouse?

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital before they moved it? (Pg. 162-163)

They move their capital to Raleigh because New Bern seemed to far east for many of the people who traveled to the capital for government business.

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

-4
Why did they call him the "Father of Education"?

Archibald Murphey was a state lawmaker. He wanted to improve transportation to the western part of the state.

(4) What changes helped cities in North Carolina grow? (Pg. 165)

The decision to improve transportation and education help the cities in North Carolina grow

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

The University of
North Carolina opened
in 1795

(6) What kinds of transportation came into use in North Carolina in the 1800s? (Pg. 164-165)

There were Plank roads,
Tollroads, and Railroads for
transportation in the 1800s

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

Raleigh was named after
Sir Walter Raleigh

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

The cities that were
connected by the North Carolina
Railroad was Charlotte, Salisbury,
and Greensboro.

*what about
Raleigh? Salisbury*

(9) Why was it important to build schools? (on your own)

-3 For education

what did
a better education
help people to do?
if they didn't have
a good education they
could not get better jobs.

80

Student N

From a Colony to a State

Vocabulary:

- (1) After the American Revolution, North Carolina lawmakers began thinking about moving their capital, or place of government. (Pg. 162)
- (2) Manufacturing is the making of goods. (Pg. 163)
- (3) plank roads are made by laying heavy logs side by side across a trail. (Pg. 164)
- (4) A toll road is a road that people must pay a toll, or fee, to use. (Pg. 164)

Review:

- (1) What Battles of the American Revolution took place in the Piedmont? Tell each one was important. (Pg. 161-162)

Great answer!

ransoms. mill-scotch rich
patriots broke
up a gathering
Guilford - court loyalist plotting
Have weakened to join the
the British greatly British

(2) Why did lawmakers decide to move their capital to Raleigh? Where was the capital before they moved it? (Pg. 162-163)

-3
Where was the capital before they moved it?
Wanted it closer to the center of the state

(3) Who was Archibald Murphey and why was he important? Why do you think they called him the "Father of Education" in North Carolina? (Pg. 164)

-4
Why else was he important?
He decided to have local schools

(4) What changes helped cities in North Carolina grow? (Pg. 165)

-4
a. rail road connect Charlotte to Salisbury
He also added plank roads, toll roads, and opened public schools. One of these things along with the railroad helped NC grow.

(5) When did the University of North Carolina in Chapel Hill open? (Pg. 164)

1775

(6) What kinds of transportation came into use in North Carolina in the 1800s? (Pg. 164-165)

toll road plank roads

-2
we also
added
the railroad.

(7) Who was the capital city, Raleigh, named after? (Pg. 163)

sir Walter Raleigh

(8) What cities did the North Carolina Railroad connect? (Pg. 165)

Charlotte Salisbury

-3
it also connected
Greensboro, Raleigh,
and Goldsboro.

(9) Why was it important to build schools? (on your own)

to educate children

-4

Why do we need to educate our children? Without a good education, it is hard to find a good job.

Reflection by Teacher:

We again used the jigsaw method to learn about how NC transitioned from a Colony to a State. I used the same techniques that I had used in prior lessons

except this time; students worked in groups of three that they chose on their own. They chose their subject from a cup and did their research on Wikipedia. The research and posters, turned out excellent. However, I am not sure if it is because it is near spring break or if students did not find this subject matter as interesting, but they did not seem to listen as well and retain information as well when groups presented what they had learned. Once I gave them their questions, they immediately began to ask me questions that had just been answered by their peers during presentations. The students also struggled with looking information up in their books despite the page numbers being given to them. The students seem to be really challenged by this type of work, they have a hard time looking up answers to questions in books and answering open-ended questions. This is something that I am going to continue to work with them on because it is a real life skill. As an adult, if I don't know the answer to something, I have to look it up online or in a book. Student A, does not have as hard a time with this concept as other students do, his issue is that he tries to rush through his work and makes careless errors and often times does not answer his questions with complete sentences. If I had this lesson to do over again, I would give the questions to the students before their peers gave their presentations. This way they can answer some of the questions as the information is presented to them.

Lesson #8

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 8

Desired learning outcome(s):

The learner will investigate North Carolina's role in the Civil War.

Essential question(s) from learning objective:

What was North Carolina's role during the Civil War? How was the Civil War important to North Carolina's history?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

NCSCOS Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history

3.03 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

NCSCOS Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.05 Identify and assess the role of prominent person in North Carolina, past and present.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina. Students also need previous knowledge about the Civil War (it should have been discussed during lessons on the coast of North Carolina).

Materials and resources needed (include authentic literature selection):

Anchor Chart

Marker

Social Studies textbook, *Harcourt Horizons: North Carolina*

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

To activate student's schema about the Civil War, create a KWL chart. The KWL chart should begin with something similar to the following:

What I Know	What I Want to Know	What I Learned
North Carolina joined the Confederacy.	Why did North Carolina join the Confederacy?	

- **Developmental Strategies**

Have students break into partners and read pages 167-170 in their Social Studies book. Provide students with a study guide to answer while reading, have students provide page numbers to back up their answers.

- **Concluding Strategies**

After completing the reading, have the students to revisit the KWL Chart created at the beginning of the lesson. Have them add to the "What I Learned" category. It should look similar to the chart below:

What I Know	What I Want to Know	What I Learned
North Carolina joined the Confederacy.	Why did North Carolina join the Confederacy?	North Carolina joined the Confederacy because President Lincoln asked the state to fight against South Carolina

After revisiting the KWL Chart, provide students with a study guide to answer questions.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their responses to questions asked during the creation of the KWL chart. I will also assess students understanding by responses to questions given on the study guide.

Accommodations/modifications to strategies or assessments

For students who struggle with new content (Student N) place page numbers on the work sheet with discussion questions. This way the student will have an easier time accessing information in order to answer the questions.

For advanced students (Student A) include open-ended questions on the worksheet. This will allow the advanced student to answer as in depth as they feel necessary. This will also allow the teacher to encourage the advanced student to dig deeper.

For the average learner (Student M) include vocabulary questions so that the student can become familiar with the terminology being used in the chapter before asking open-ended questions.

Be prepared to assist students with locating information in their textbook.

Wrap-up and reflection by the students

Gather students as a group and discuss questions on the study guide. Have students volunteer to share their answers and the page number on which they found them. If questions are opinion questions have students give details on why they answered the question the way they did.

Resources/References Used:

Harcourt Horizons. "The Piedmont Region." *North Carolina*. Orlando, FL: Harcourt, 2003. 166-171. Print

Student Work Samples:

Student
A

Conflicting Views

Vocabulary:

(1) A Slave State was a state in which slavery was allowed by the law.
(Pg. 167)

(2) Most slaves headed north to reach a safe state. (Pg. 167)

(3) People who helped enslaved African American escape were called
abolitionists. They wanted to abolish, or end, slavery. (Pg. 167)

(4) The underground railroad was not a railroad. It was a series of
routes and safe houses where runaway slaves could find clothing, food,
and rest on their journey north. (Pg. 167)

(5) Southerners who sided with slave owners supported slavery.
They felt that each state should have the right to decide for itself about
slavery, taxes, and other issues. (pg. 168)

(6) Seven Southern states decided to secede, or withdraw, from the
Union. (Pg. 169)

(7) The Union is another name for the United States (Pg. 169)

(8) The states of Virginia, North Carolina, Tennessee, South Carolina, Arkansas,
Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed a

new country called the Confederate States of America, or the

confederate (Pg. 169)

Review:

(1) How were Northern states and Southern states different? (Pg. 167)

North thought we shouldn't have slaves but south did not. North wanted higher taxes and south did not.

(2) How did abolitionists in North Carolina show that they did not like slavery?

(Pg. 167-168) The Abolitionists helped slaves escape on the underground railroad.

(3) Why did the Southern states secede from the Union? (Pg. 170)

They want slavery. They didn't want to pay higher taxes on importing goods. they wanted states rights.

- (4) What is a consequence? What was the consequence of the Southern states seceding from the Union? (Pg. 171 and on your own)

The civil war

- (5) What led North Carolina to joining the Confederacy? (Pg. 170)

We were surrounded by confederate troops. We had no choice.

- (6) What was the difference between a slave state and a free state? (Pg. 167)

Slave states have slaves and free states have no slaves.

- (7) In what year was Abraham Lincoln elected? (Pg. 168)

1860

1
6

(8) What did the South rely on for the main part of its economy? What did the North rely on for their economy? (Pg. 167)

South rely on crops, North rely on manufacturing

(9) Who did the Confederacy elect as President? What did he do and where was he from? (Pg. 169)

The president of confederacy was Jefferson Davis. he was from MISSISSIPPI. he was a senator.

10) What dangers did enslaved African Americans have to consider before deciding to escape? (Pg. 167 and on your own)

If they were caught they would be whipped or killed.

Student
M

Conflicting Views

Vocabulary:

(1) A Slave state was a state in which slavery was allowed by the law.
(Pg. 167)

(2) Most slaves headed north to reach a Free state. (Pg. 167)

(3) People who helped enslaved African American escape were called
abolitionists. They wanted to abolish, or end, slavery. (Pg. 167)

(4) The Underground Railroad was not a railroad. It was a series of
routes and safe houses where runaway slaves could find clothing, food,
and rest on their journey north. (Pg. 167)

(5) Southerners who sided with slave owners supported States' rights.
They felt that each state should have the right to decide for itself about
slavery, taxes, and other issues. (pg. 168)

(6) Seven Southern states decided to secede, or withdraw, from the
Union. (Pg. 169)

(7) The Union is another name for the United States (Pg. 169)

(8) The states of Virginia, North Carolina, Tennessee, South Carolina, Arkansas,
Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed a

new country called the Confederate States of America, or the

Confederacy (Pg. 169)

Review:

(1) How were Northern states and Southern states different? (Pg. 167)

The North believed that Slavery but the South did.

(2) How did abolitionists in North Carolina show that they did not like slavery?

(Pg. 167-168)

The abolitionists helped with the Underground railroad.

(3) Why did the Southern states secede from the Union? (Pg. 170)

The southern wanted to keep there Slaves so they seceded from the Union.

(4) What is a consequence? What was the consequence of the Southern states seceding from the Union? (Pg. 171 and on your own)

A consequence is the result of a decision or an action.

The South wanted to keep their slaves so they seceded from the Union.

(5) What led North Carolina to joining the Confederacy? (Pg. 170)

President Lincoln asked North Carolina to send troops to fight the Confederacy. North Carolina had not strongly favored seceding. However, being asked to send troops to South Carolina was too much for many Southerners.

(6) What was the difference between a slave state and a free state? (Pg. 167)

In slave states, slavery was allowed but in free states it was not allowed.

(7) In what year was Abraham Lincoln elected? (Pg. 168)

Abraham Lincoln was elected in 1860.

(8) What did the South rely on for the main part of its economy? What did the North rely on for their economy? (Pg. 167)

North - Manufacturing

South - Farming

(9) Who did the Confederacy elect as President? What did he do and where was he from? (Pg. 169)

Jefferson Davis was the President of the Confederacy. He was from Mississippi

10) What dangers did enslaved African Americans have to consider before deciding to escape? (Pg. 167 and on your own)

The risk of running away was great. If they got caught they would be beaten

Student
N

Conflicting Views

Vocabulary:

- (1) A Slave state was a state in which slavery was allowed by the law.
(Pg. 167)
- (2) Most slaves headed north to reach a Free state. (Pg. 167)
- (3) People who helped enslaved African American escape were called abolitionists. They wanted to abolish, or end, slavery. (Pg. 167)
- (4) The underground railroad was not a railroad. It was a series of routes and safe houses where runaway slaves could find clothing, food, and rest on their journey north. (Pg. 167)
- (5) Southerners who sided with slave owners supported States' right. They felt that each state should have the right to decide for itself about slavery, taxes, and other issues. (pg. 168)
- (6) Seven Southern states decided to secede, or withdraw, from the Union. (Pg. 169)
- (7) The Union is another name for the United States (Pg. 169)
- (8) The states of Virginia, North Carolina, Tennessee, South Carolina, Arkansas, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed a

new country called the Confederate States of America, or the

Confederacy. (Pg. 169)

Review:

(1) How were Northern states and Southern states different? (Pg. 167)

Southern states are slave states
Northern states are free states

(2) How did abolitionists in North Carolina show that they did not like slavery?

(Pg. 167-168) they helped the slaves escape

(3) Why did the Southern states secede from the Union? (Pg. 170)

they wanted slavery

(4) What is a consequence? What was the consequence of the Southern states seceding from the Union? (Pg. 171 and on your own) Slavery

(5) What led North Carolina to joining the Confederacy? (Pg. 170)
North Carolina had not strongly favored seceding

(6) What was the difference between a slave state and a free state? (Pg. 167)
Slave states wanted slaves and free states wanted freedom

(7) In what year was Abraham Lincoln elected? (Pg. 168)
1860

(8) What did the South rely on for the main part of its economy? What did the North rely on for their economy? (Pg. 167) tobacco Farming
and the north manufactured goods

(9) Who did the Confederacy elect as President? What did he do and where was he from? (Pg. 169) Jefferson Davis and from Mississippi

10) What dangers did enslaved African Americans have to consider before deciding to escape? (Pg. 167 and on your own)
if it was safe

Assessment Samples:

87

Student
A

Conflicting Views

Vocabulary:

(1) A Slave State was a state in which slavery was allowed by the law.
(Pg. 167)

(2) Most slaves headed north to reach a free safe state. (Pg. 167)

(3) People who helped enslaved African American escape were called
abolitionists. They wanted to abolish, or end, slavery. (Pg. 167)

(4) The underground railroad was not a railroad. It was a series of
routes and safe houses where runaway slaves could find clothing, food,
and rest on their journey north. (Pg. 167)

(5) Southerners who sided with slave owners supported slavery.
They felt that each state should have the right to decide for itself about
slavery, taxes, and other issues. (pg. 168)

(6) Seven Southern states decided to secede, or withdraw, from the
Union. (Pg. 168)

(7) The union is another name for the United States (Pg. 169)

(8) The states of Virginia, North Carolina, Tennessee, South Carolina, Arkansas,
Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed a

new country called the Confederate States of America, or the

confederacy (Pg. 168)

Review:

(1) How were Northern states and Southern states different? (Pg. 167)

North thought we shouldn't have slaves but south did not. North wanted higher taxes and south did not.

(2) How did abolitionists in North Carolina show that they did not like slavery?

(Pg. 167-168) The Abolitionists helped slaves escape on the underground rail road.

(3) Why did the Southern states secede from the Union? (Pg. 170)

They want slavery. They didn't want to pay higher taxes on importing goods. they wanted states rights.

- 2
- (4) What is a consequence? What was the consequence of the Southern states seceding from the Union? (Pg. 171 and on your own)

The civil war

- (5) What led North Carolina to joining the Confederacy? (Pg. 170)

We were surrounded by confederate troops, we had no choice.

- (6) What was the difference between a slave state and a free state? (Pg. 167)

Slave states have slaves and free states have no slaves.

- (7) In what year was Abraham Lincoln elected? (Pg. 168)

1860

- (8) What did the South rely on for the main part of its economy? What did the North rely on for their economy? (Pg. 167)

South rely on crops, North rely on manufacturing

- (9) Who did the Confederacy elect as President? What did he do and where was he from? (Pg. 169)

The president of Confederacy was Jefferson Davis. he was from MISSISSIPPI. he was a senator.

- 10) What dangers did enslaved African Americans have to consider before deciding to escape? (Pg. 167 and on your own)

If they were caught they would be whipped or killed.

You had lots of great answers! I love that you used complete sentences!

94

Student
M

Conflicting Views

Vocabulary:

(1) A Slave state was a state in which slavery was allowed by the law.
(Pg. 167)

(2) Most slaves headed north to reach a Free state. (Pg. 167)

(3) People who helped enslaved African American escape were called
abolitionists. They wanted to abolish, or end, slavery. (Pg. 167)

(4) The Underground Railroad was not a railroad. It was a series of
routes and safe houses where runaway slaves could find clothing, food,
and rest on their journey north. (Pg. 167)

(5) Southerners who sided with slave owners supported States' rights.
They felt that each state should have the right to decide for itself about
slavery, taxes, and other issues. (pg. 168)

(6) Seven Southern states decided to secede, or withdraw, from the
Union. (Pg. 169)

(7) The Union is another name for the United States (Pg. 169)

(8) The states of Virginia, North Carolina, Tennessee, South Carolina, Arkansas,
Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed a

new country called the Confederate States of America, or the

Confederacy. (Pg. 169)

Review:

(1) How were Northern states and Southern states different? (Pg. 167)

3 The North ^{did not?} beleived that Slavery but the South did.

(2) How did abolitionists in North Carolina show that they did not like slavery?

(Pg. 167-168)

The abolitionists helped with the Underground railroad.

(3) Why did the Southern states secede from the Union? (Pg. 170)

The southern wanted to keep there Slaves so they seceded from the Union.

(4) What is a consequence? What was the consequence of the Southern states seceding from the Union? (Pg. 171 and on your own)

-2 What happened after that seceded?

A consequence is the result of a decision or an action.

The South wanted to keep their slaves so they seceded from the Union.

(5) What led North Carolina to joining the Confederacy? (Pg. 170)

Wonderful answer!

President Lincoln asked North Carolina to send troops to fight the Confederacy. North Carolina had not strongly favored seceding. However, being asked to send troops to South Carolina was too much for many Southerners.

(6) What was the difference between a slave state and a free state? (Pg. 167)

So states to lead talk and make sure they make sense.

In slave states, slavery was allowed but in free states, it was not allowed.

(7) In what year was Abraham Lincoln elected? (Pg. 168)

Abraham Lincoln was elected in 1860.

(8) What did the South rely on for the main part of its economy? What did the North rely on for their economy? (Pg. 167)

North - Manufacturing

South - Farming

(9) Who did the Confederacy elect as President? What did he do and where was he from? (Pg. 169)

Jefferson Davis was the President of the Confederacy. He was from Mississippi

What did he do?
He was the President of the Confederacy

10) What dangers did enslaved African Americans have to consider before deciding to escape? (Pg. 167 and on your own)

The risk of running away was great. If they got caught they would be beaten

19

Student
N

Conflicting Views

Vocabulary:

- (1) A slave state was a state in which slavery was allowed by the law.
(Pg. 167)
- (2) Most slaves headed north to reach a Free state. (Pg. 167)
- (3) People who helped enslaved African American escape were called abolitionists. They wanted to abolish, or end, slavery. (Pg. 167)
- (4) The underground railroad was not a railroad. It was a series of routes and safe houses where runaway slaves could find clothing, food, and rest on their journey north. (Pg. 167)
- (5) Southerners who sided with slave owners supported states' right. They felt that each state should have the right to decide for itself about slavery, taxes, and other issues. (pg. 168)
- (6) Seven Southern states decided to secede, or withdraw, from the Union. (Pg. 169)
- (7) The Union is another name for the United States (Pg. 169)
- (8) The states of Virginia, North Carolina, Tennessee, South Carolina, Arkansas, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed a

new country called the Confederate States of America, or the

Confederacy (Pg. 169)

Review:

(1) How were Northern states and Southern states different? (Pg. 167)

Southern states are slave states

Northern states are free states

(2) How did abolitionists in North Carolina show that they did not like slavery?

(Pg. 167-168) they helped the slaves escape

(3) Why did the Southern states secede from the Union? (Pg. 170)

they wanted slavery

(4) What is a consequence? What was the consequence of the Southern states seceding from the Union? (Pg. 171 and on your own) *Slavery*

A consequence is the result of a decision or action. Because the South seceded, the Civil War began.

(5) What led North Carolina to joining the Confederacy? (Pg. 170)

North Carolina had not strongly favored seceding

What made them decide to do it even though they didn't want to?

(6) What was the difference between a slave state and a free state? (Pg. 167)

Slave states wanted to keep slaves. Free states wanted freedom.

*-3
free states did not have slaves. Everyone was free.*

(7) In what year was Abraham Lincoln elected? (Pg. 168)

1860

(8) What did the South rely on for the main part of its economy? What did the North rely on for their economy? (Pg. 167) *taboo Farming and the north manufactured goods*

(9) Who did the Confederacy elect as President? What did he do and where was he from? (Pg. 169) *Jefferson Davis and from Mississippi*

-1 What did he do in Mississippi?

(10) What dangers did enslaved African Americans have to consider before deciding to escape? (Pg. 167 and on your own)

what would happen if they got caught while they were trying to escape? Many were beaten. if it was safe

Reflection by Teacher:

Today, instead of using the Jigsaw method, students partner read the describing why Southern states seceded from the Union. The students did an excellent time partner

reading. I walked around and monitored as they read, occasionally stopping to give students extra information when necessary. After students completed reading, I had them come to me and I gave them their study guide questions. The students still struggled with the concept of returning to their book to answer questions. Student A, did a good job however, he again rushed through his work and made careless errors. Student N does a fairly good job of finding the information in his book however; he is bad about not completely answering questions or leaving out important information in his answers. After looking over his work, I called him up and had him answer a few questions for me and he knew how to answer them well. I returned his paper to him to make corrections, but he still made the same errors. I will continue to encourage him to reread his answers to ensure that they make sense before turning his papers in. Student M has done a wonderful job with these questions! She makes complete answers and does not fully answer questions from time to time, however, she always answers in complete sentences. I will continue to work with students on answering questions in this format because I feel like it is an important skill.

Lesson #9

GRADE/CLASS: 4th Grade

SUBJECT AREA (S): Social Studies

UNIT TOPIC: The Piedmont: Past and Present

DAY: 9

Desired learning outcome(s):

The learner will investigate North Carolina's role in the Civil War.

Essential question(s) from learning objective:

What was North Carolina's role during the Civil War? How was the Civil War important to North Carolina's history?

NCSCOS goal and objective(s):

NCSCOS Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present

NCSCOS Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

NCSCOS Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

3.02 Identify people, symbols, events, and documents associated with North Carolina's history

3.03 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

NCSCOS Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.

4.05 Identify and assess the role of prominent person in North Carolina, past and present.

Learner prior knowledge/ learner background experiences:

The students will need to have prior knowledge of how the coast of NC was settled and how pioneers traveled to North Carolina.

Materials and resources needed (include authentic literature selection):

KWL Chart from lesson #8

Marker

Social Studies textbook, *Harcourt Horizons: North Carolina*

Teaching strategies

- **Anticipatory Strategies (background knowledge)**

To activate student's schema revisit the KWL chart and have students share new things they learned from their studies on the prior day and have students add new thoughts about what happened after the Civil War. Start students by using this as an example:

What I Know	What I Want to Know	What I Learned
President Lincoln signed the Emancipation Proclamation.	What happened to free slaves in the South?	

- **Developmental Strategies**

Have student's partner read pages 172-175. While students are reading, walk around and listen to what they are saying. Interrupt to give information to students when necessary.

- **Concluding Strategies**

Have students revisit the KWL Chart and add newly learned information. Follow the example below:

What I Know	What I Want to Know	What I Learned
President Lincoln signed the Emancipation Proclamation.	What happened to free slaves in the South?	Many freed slaves became sharecroppers.

Assessment (utilize a blend of traditional and performance assessments)

During the lesson, I will informally assess students' understanding by monitoring their group discussions and responses while revisiting the KWL chart. I will also assess understanding by students' presentations on their topics and through questions answered individually about the Civil War and reconstruction.

Accommodations/modifications to strategies or assessments

For students who struggle with new content (Student N) place page numbers on the work sheet with discussion questions. This way the student will have an easier time accessing information in order to answer the questions.

For advanced students (Student A) include open-ended questions on the worksheet. This will allow the advanced student to answer as in depth as they feel necessary. This will also allow the teacher to encourage the advanced student to dig deeper.

For the average learner (Student M) include vocabulary questions so that the student can become familiar with the terminology being used in the chapter before asking open-ended questions.

Wrap-up and reflection by the students

Send students back to their desk to complete questions on both topics presented.

Name:

NC in the Civil War

Vocabulary:

(1) During a blockade an area is blocked, or cut off, to keep _____ or _____ from going in or out. (Pg. 172)

(2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that _____ the enslaved people in the _____ states. (Pg. 174)

(3) An amendment is a change to the _____ (Pg. 174)

(4) The United States government directed the Southern states to reconstruct, or _____, their governments. (Pg. 174)

(5) A sharecropper is a person who rents land, farms it, and _____ the landowner a share, or part, of the crops. (Pg. 174)

(6) The federal government created the Freedmen's Bureau, a group that helped freed _____ by providing food, clothing, and education. (Pg. 175)

(7) Segregation is the practice of keeping people apart based on their _____ and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?
(Pg. 174)

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau relate to events following the Civil War? (Pg. 174-175)

(4) How many years passed between the time of the Civil War and the Fifteenth Amendment? (Pg. 172 & 175)

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

(7) How did the blockade hurt the Confederacy? (Pg. 173)

Resources/References Used:

Harcourt Horizons. "The Piedmont Region." *North Carolina*. Orlando, FL: Harcourt, 2003. 172-175. Print

Student Work Samples:

Conflicting Views

Student
A

Vocabulary:

- (1) During a blockade an area is blocked, or cut off, to keep supplies or people from going in or out. (Pg. 172)
- (2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that freed the enslaved people in the Southern states. (Pg. 174)
- (3) An amendment is a change to the constitution. (Pg. 174)
- (4) The United States government directed the Southern states to reconstruct, or rebuild their governments. (Pg. 174)
- (5) A sharecropper is a person who rents land, farms it, and pay the landowner a share, or part, of the crops. (Pg. 174)
- (6) The federal government created the Freedmen's Bureau, a group that helped freed slaves by providing food, clothing, and education. (Pg. 175)
- (7) Segregation is the practice of keeping people apart based on their color and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?

(Pg. 174)

the largest battle was fought in North Carolina
Battle of Gettysburg
Battle of Gettysburg

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

Challenges African Americans
Segregation after war
Black codes
no land
no money

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau relate to events following the Civil War? (Pg. 174-175)

Emancipation proclamation
freed slaves and freedman's
Bureau helped slaves get food and
education.

(4) How many years passed between the time of the Civil War and the Fifteenth Amendment? (Pg. 172 & 175)

Amendment?

between Civil War and 15
9 years Amendment

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

The battle of Gettysburg and the
Battle of Appomattox.

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

The 14th Amendment said African
Americans were citizens.

(7) How did the blockade hurt the Confederacy? (Pg. 173)

The blockade kept the Confederacy from
getting supplies.

Student
M

Conflicting Views

Vocabulary:

- (1) During a blockade an area is blocked, or cut off, to keep people or Supplies from going in or out. (Pg. 172)
- (2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that freed the enslaved people in the Southern states. (Pg. 174)
- (3) An amendment is a change to the Constitution. (Pg. 174)
- (4) The United States government directed the Southern states to reconstruct, or rebuild their governments. (Pg. 174)
- (5) A sharecropper is a person who rents land, farms it, and pays the landowner a share, or part, of the crops. (Pg. 174)
- (6) The federal government created the Freedmen's Bureau, a group that helped freed African Americans by providing food, clothing, and education. (Pg. 175)
- (7) Segregation is the practice of keeping people apart based on their race and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?

(Pg. 174)

The March 1865 battle was the largest battle of the Civil War

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

Palmer Institute was a challenge that African Americans.

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau relate to events following the Civil War? (Pg. 174-175)

The Emancipation Proclamation freed the slaves and the Freedman's Bureau helped give them clothes, food, and other things

(4) How many years passed between the time of the Civil War and the Fifteenth Amendment? (Pg. 172 & 175)

7 years past between the time of the Civil War and the Fifteenth

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

North Carolina battles that helped the Confederacy were Bentonville and Benton place

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

The Amendment made the African Americans citizens of the United States.

(7) How did the blockade hurt the Confederacy? (Pg. 173)

blockade hurt the Confederacy by making weapons, goods, and food

Student
N

Conflicting Views

Vocabulary:

- (1) During a blockade an area is blocked, or cut off, to keep people or supplies from going in or out. (Pg. 172)
- (2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that freed the enslaved people in the southern states. (Pg. 174)
- (3) An amendment is a change to the Constitution. (Pg. 174)
- (4) The United States government directed the Southern states to reconstruct, or rebuild, their governments. (Pg. 174)
- (5) A sharecropper is a person who rents land, farms it, and pays the landowner a share, or part, of the crops. (Pg. 174)
- (6) The federal government created the Freedmen's Bureau, a group that helped freed African Americans by providing food, clothing, and education. (Pg. 175)
- (7) Segregation is the practice of keeping people apart based on their race and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?

(Pg. 174) *Bentonville*

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

some people challenged segregation laws in the courts.

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau relate to events following the Civil War? (Pg. 174-175)

a document that freed the enslaved

(4) How many years passed between the time of the Civil War and the Fifteenth Amendment? (Pg. 172 & 175)

1861 1865 1868

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

Battle of Gettysburg
Battle of Appomattox

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

They made African Americans
citizens of the United States

(7) How did the blockade hurt the Confederacy? (Pg. 173)

they made the blockade
Food scarce.

Assessment Samples:

93

Student
A

Conflicting Views

Vocabulary:

*Be careful
about spelling words
to your
teacher.*

- (1) During a blockade an area is blocked, or cut off, to keep supplies or people from going in or out. (Pg. 172)
- (2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that freed the enslaved people in the Southern states. (Pg. 174)
- (3) An amendment is a change to the Constitution. (Pg. 174)
- (4) The United States government directed the Southern states to reconstruct, or rebuild, their governments. (Pg. 174)
- (5) A sharecropper is a person who rents land, farms it, and pay the landowner a share, or part, of the crops. (Pg. 174)
- (6) The federal government created the Freedmen's Bureau, a group that helped freed slaves by providing food, clothing, and education. (Pg. 175)
- (7) Segregation is the practice of keeping people apart based on their color and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?

(Pg. 174)

the largest battle was
North Carolina
Battle of Gettysburg

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

Challenges African Americans
after war
Segregation
Black codes
no food
no money

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau relate to events following the Civil War? (Pg. 174-175)

Emancipation proclamation
freed slaves and freedman's
Bureau helped slaves get food and
education.

(4) How many years passed between the time of the Civil War and the Fifteenth

Amendment? (Pg. 172 & 175)

between Civil War and 15
Amendment
9 years

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

The battle of Gettysburg and the
Battle of Appomattox.

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

The 14th Amendment said African
Americans were citizens.

(7) How did the blockade hurt the Confederacy? (Pg. 173)

The blockade kept the Confederacy from
getting supplies.

179

Student
M

Conflicting Views

Vocabulary:

- (1) During a blockade an area is blocked, or cut off, to keep people or Supplies from going in or out. (Pg. 172)
- (2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that freed the enslaved people in the Southern states. (Pg. 174)
- (3) An amendment is a change to the Constitution. (Pg. 174)
- (4) The United States government directed the Southern states to reconstruct, or rebuild, their governments. (Pg. 174)
- (5) A sharecropper is a person who rents land, farms it, and pays the landowner a share, or part, of the crops. (Pg. 174)
- (6) The federal government created the Freedmen's Bureau, a group that helped freed African Americans by providing food, clothing, and education. (Pg. 175)
- (7) Segregation is the practice of keeping people apart based on their race and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?

(Pg. 174)

The March 1865 battle was the largest battle of the Civil War

-3
What was the name of the battle? It was the battle of Appomattox

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

Palmer Institute was a challenge that African Americans.

Palmer Institute helped educate freed slaves. Had challenges such as having no labor or education. They were segregated.

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau relate to events following the Civil War? (Pg. 174-175)

The Emancipation Proclamation freed the slaves and the Freedman's Bureau helped give them clothes, food, and other things

(4) How many years passed between the time of the Civil War and the Fifteenth Amendment? (Pg. 172 & 175)

7 years past between the time of the Civil War and the Fifteenth Amendment

The Civil War began in 1861 and the 15th Amendment was passed in 1870. 9 years had passed

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

North Carolina battles that helped the Confederacy were Bentonville and Benton place

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

The Amendment made the African Americans citizens of the United States.

(7) How did the blockade hurt the Confederacy? (Pg. 173)

blockade hurt the Confederacy by making weapons, goods, and food

-4
What did it do to the weapons, goods, and food?

SM

Student
N

Conflicting Views

Vocabulary:

- (1) During a blockade an area is blocked, or cut off, to keep people or supplies from going in or out. (Pg. 172)
- (2) In January 1863, President Lincoln signed the Emancipation Proclamation a document that Freed the enslaved people in the Southern states. (Pg. 174)
- (3) An amendment is a change to the Constitution. (Pg. 174)
- (4) The United States government directed the Southern states to reconstruct or rebuild their governments. (Pg. 174)
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- (6) The federal government created the Freedmen's Bureau, a group that helped freed African Americans by providing food, clothing, and education. (Pg. 175)
- (7) Segregation is the practice of keeping people apart based on their race and culture. (Pg. 175)

Review:

(1) What was the largest battle of the Civil War fought in North Carolina?

(Pg. 174) Bentonville

(2) What challenges did African Americans face after the Civil War? (Pg. 175)

some people challenged segregation laws in the

-3
They did
face discrimination
had no land, and
no money, and
no education.

(3) Explain how the terms Emancipation Proclamation and Freedman's Bureau

relate to events following the Civil War? (Pg. 174-175)

-3
The Emancipation
Proclamation
aid free the
slaves, the
Freedman's Bureau
helped the freed
slaves by providing
food, clothing, and
education.

a document that freed
the enslaved

(4) How many years passed between the time of the Civil War and the Fifteenth

Amendment? (Pg. 172 & 175) 1861 1865 1868

The Civil War
began in 1861,
the 15th Amendment
was passed in 1870.
9 years
passed

(5) Which North Carolina battles helped the Confederacy? (Pg. 175)

Beneteville Court Place

(6) What did the Fourteenth Amendment do for African Americans? (Pg. 175)

They made African Americans citizens of the United States

(7) How did the blockade hurt the Confederacy? (Pg. 173)

of Good Answer! they made the get weapons and Food scarce.

Reflection by Teacher:

Since students enjoyed partner reading so much in Lesson #8, I allowed them to do so again today. Again they did an excellent job reading and staying on task. I circulated to make sure they were staying on task and to add important tidbits as they read. As students finished, I again gave them their study guide questions. I had been seeing an improvement in students work since I had been giving them questions of this nature on a regular basis; however, today they seemed to do worse. I think part of the issue was that these papers were completed the day before spring break began and students were trying to hurry through their work in order to participate in a party. It is evident in Student A's paper that he rushed through and made very careless errors. Student M, still did a good job with the work however, she too made careless errors. I was very pleased with Student N, while he still made some his same mistakes; he gave some very good answers. If I had this lesson to do over again in the same situation, I would give the questions out and then read aloud to the class from the book. I feel like this would have kept their attention more.

Final Unit Reflection:

Upon completion of this unit, I am left with an overall feeling of accomplishment and satisfaction. Some parts of the unit were more exciting to the students than others, but I feel like this will be the case with most units taught. The students really enjoyed learning about pioneers and life in Old Salem. They did not really seem thrilled while they learned about North Carolina during the Civil War and its growth from a colony to a state. I think a large part of this is that the Standard Course of Study just brushes across these subjects in fourth grade and then they are covered more in depth when students progress to eighth grade.

My favorite part of the unit was learning about the pioneers and life in Old Salem too. It seemed that the project, in lesson two, about packing a covered wagon for their journey was a large success with the students and it is definitely something that I would repeat if I were able to

teach this unit again. I would also strive harder to make the Civil War and NC's growth from a colony to a state more exciting since I now know that this is an area that is boring to fourth grade students. I would also offer students choices on the kind of assessment they completed. I realized that some students excelled at writing journal entries while others struggled. I would work to come up with options for assessment so that students who did not like writing journal entries would have another option. For example, maybe a student could draw a picture instead of writing. While I feel like this unit was an overall success, there are always things that can be tweaked to make it more interesting and accommodating to each individual student.