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## Supporting Students' Social Studies Learning through Integration of Four "Key" Literacies in Unit Planning

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Based on extant theoretical and research literature, the authors highlight four "key" literacies that they argue are important to strategically integrate in social studies unit planning to support students' meaningful, inquiry-based learning. In this paper, the authors define the four key literacies - *content area literacies*, *disciplinary literacies*, *civic literacies*, and *critical literacies* – and explain how they can be thoughtfully incorporated by teachers within unit planning to foster meaningful and transferrable knowledge, skills, and understandings for students. The authors anchor explanations of the four literacies in backwards design unit planning via a fifth-grade social studies unit plan designed by one of the authors.

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*Keywords:* Literacy Instruction, Scaffolding, Colonial History, Perspective

### Introduction

With literacy at the forefront of education, educators today carry the mighty but rewarding task of creating opportunities for students to engage in productive and meaningful literacy practices in the classroom for both educational and social justice aims (Lazar et al., 2012; Popp et al., 2021). This is especially important in social studies, which has the explicit goal of students learning about their local and global communities to become informed, engaged citizens (Barton & Levstik, 2003). Thus, it is imperative that teachers move away from reinforcing traditional instructional practices, which focus on students learning facts from authoritative sources (such as textbooks and teachers) (Nokes, 2013) to more active, agentic meaning making with primary and secondary sources for students to understand the past and become agents of change for their present and future worlds.

Based on a plethora of extant theoretical (e.g., Goldman et al, 2016; Moje, 2007; Nokes, 2013; Schoenbach et al, 2012) and research literature (e.g., De La Paz, 2005; Engle & Conant, 2002;

Monte-Sano, 2008; Morgan, 2016), we highlight four “key” literacies—*content area literacies*, *disciplinary literacies*, *civic literacies*, and *critical literacies*—that we argue are important to strategically integrate in social studies unit planning to support students’ meaningful, inquiry-based learning. We contend that fostering students’ multiple literacies, such as what we refer to as the four key literacies, in social studies classrooms positions students to be part of ongoing historical and current event conversations as they productively interact with, question, and deconstruct primary and secondary texts.

The authors of this paper are Master of Arts in Teaching students and their professor at Lake Forest College who aim to explain how the four key literacies we have identified (*content area*, *disciplinary*, *civic*, and *critical*) can be thoughtfully incorporated by educators within unit planning through the Understanding by Design (UbD) model (Wiggins & McTighe, 2011) to create unit plans that foster meaningful and transferrable knowledge, skills, and understandings for students. We approach this exploration through the lens of K-8 social studies education, as each of us master’s students are pursuing careers in this vein. Through explanation of one of our own designed social studies UbD unit plans and lesson plans, we aim to display how consideration of what we call the four key literacies can create rich, active learning for students in social studies contexts.

#### Four “Key” Literacies

Students create deeper understandings in the subject by building a repertoire of skills that maximizes their ability to comprehend and critically engage with information within and across texts (Popp et al., 2021). These literacies are not skills students will immediately pick up. Rather, they take time to introduce, model, and practice (Lazar et al., 2012). Practice with various literacies such as the four highlighted in this paper helps students dive below the superficial level by critically thinking and “looking under the hood of the text” (Spires & Shanahan, 2014, n.p.). As a result, students in social studies classrooms can come away with a richer understanding of texts’ underlying and overt meanings, of authors’ purposes and strategies, and of the subject matter content and historical context. In this section, we define each of the four key literacies and illustrate the practices that make up each literacy.

*Content area* literacies, although sounding more specific to a content area, is actually a broad term, which addresses writing and reading processes that pertain to *all* disciplines (International Literacy Association, 2017). For example, when students read texts in language arts, science, and social studies they engage in general comprehension skills such as defining vocabulary, asking questions, and making inferences and predictions (Neufeld, 2005; Schoenbach et al, 2012). Similarly, when constructing texts across each content area, students use generalizable skills such as outlining as a form of pre-writing or using a claim-evidence-reasoning framework to create a strong argument. *Content area literacies* are important for engagement with all types of texts across each discipline, as they help students create deeper meaning and build foundational, transferrable strategies across subject areas.

*Disciplinary literacies* are more specific to the subject area that students are studying. *Disciplinary literacies* go beyond the generalizable skills of *content area literacy* and focus more on the unique, particularized practices of the discipline (International Literacy Association, 2017). As

an example of a history-specific *disciplinary literacy*, when reading texts in social studies, students should engage in sourcing, or asking who the author is, determining when and why the text was written, and considering their credibility of the source (Wineburg & Reisman, 2015). These literacy practices reflect the processes a historian (or disciplinary expert) would engage when analyzing a source, hence the term disciplinary literacies.

It is important to note that *content literacies* and *disciplinary literacies* should be practiced hand-in-hand. Students should be engaging with texts using more foundational, generalized skills (*content area literacies*), while also looking at texts through a more specialized, discipline-specific lens in order to make deeper meaning (*disciplinary literacies*). A simultaneous use of *content area* and *disciplinary literacy* practices aims to support students' ability to more fully comprehend and critically analyze texts as well as build more robust understandings of the context and subject matter.

*Civic literacies* focus on reading and writing processes that support students' development as informed, productive community members and change makers in society (Barton & Levstik, 2003). For example, students should consider how governmental, political, and societal systems and structures play a role in authors' arguments for a variety of historical and current event texts (Popp et al., 2021). Students should also read to gain understandings of their rights and obligations as active members of their society and to "critically develop evidence-based democratic decisions" (Popp et al., 2021, p. 29). These literacy practices can also lead to another form of *civic literacies*, taking informed action, such as protesting, advocating, or public service (Levinson & Levine, 2013).

Similar to *civic literacies*, *critical literacies* focus on students learning to make change in their world. However, critical literacies involve explicitly examining and questioning issues of power, oppression, and inequity through analyzing authors' perspective and positioning vis-à-vis the social, historical, political context (Lazar et al, 2012; Moje, 2007). Lazar et al., (2012) provide the example of Walmart. Those who live near a Walmart benefit from the low prices the stores offer, but in return local grocery retailers lose out because of the broader audience Walmart can reach due to the advantage of advertisement. This is an example of a social inequality that students could evaluate given statistics, advertisements, newspaper articles, etc. Students could work together to brainstorm solutions and determine potential actions they could take in their community to support local businesses and build awareness of the impact of big businesses. When students engage in both *civic* and *critical literacies*, they are better equipped to take informed action and make change in the world around them.

Based on synthesis of educational theoretical and research-based literature, we contend that integrating multiple literacy practices in inquiry-based ways in unit plans is essential to support students' authentic understandings and engagement with texts about focused topics. Specifically in the discipline of social studies, we believe that incorporating *content area literacies*, *historical (disciplinary) literacies*, *civic literacies*, and *critical literacies* can make units and lessons more meaningful and more comprehensive in accordance with the content standards and existing curriculum. Thus, educators must plan for when, why, and how to integrate the four literacies in their units in purposeful ways.

In the following section, we explicate the three stages of the UbD unit planning approach. We also provide examples from a fifth-grade unit plan designed by one of the authors about colonial regions in early U.S. history to help illustrate what each UbD stage entails. In the subsequent section, we provide more in-depth examples from the colonial regions unit to exemplify how the four literacies can be effectively integrated across a UbD unit plan to engage students in historical inquiry. See Appendices A-D for a fuller version of the colonial regions unit.

### Unit Planning via Understanding by Design (UbD)

“Don’t all teachers want their students to understand what they teach?” (Wiggins & McTighe, 2011, p. 4). Although this may seem like an obvious goal of unit planning, developing students’ understandings is not typically the focus of traditional planning (Wiggins & McTighe, 2011). Instead, teachers tend to identify a topic and then plan a sequence of lessons and selected texts to teach that content (Gonzalez, 2020). This approach privileges engaging students in activities or “topic coverage” without necessarily a focused purpose or goal (Wiggins & McTighe, 2011). Understanding by Design (UbD) is an approach to unit planning based on a backward design where educators create a unit’s big ideas first and daily lessons last in the unit-planning process (Wiggins & McTighe, 2011). This approach to unit design promotes teaching and assessing for understanding. The UbD approach centers on teachers building students’ deep understandings of a topic through three chronological planning stages: 1) identifying specific “desired results,” 2) determining what evidence would demonstrate the desired results, such as final student performance tasks, and *then*, 3) designing learning activities to support the desired results and to help students succeed on the final performance tasks (Wiggins & McTighe, 2011).

**Stage 1: Desired Results.** The first stage of UbD unit planning poses the question “What should students learn as a result of this unit?” (Wiggins & McTighe, 2011). In this stage, educators identify their unit’s various desired results, such as: provocative essential questions; relevant transferrable understandings which address/answer the essential questions; knowledge and skills for students to demonstrate that build toward these understandings; and content area standards that align with the knowledge, skills, and understandings. It is important for educators to outline the Stage 1 desired results first to keep them tightly aligned and focused throughout the unit-planning process because they are the driving force of the unit.

In the unit about colonial regions in early U.S. history, one desired result is for students to develop complex understandings about the thirteen colonies developing into three distinct colonial regions because of various geographic and climate features, which affected how each region developed economically (See Appendix A). In turn, various groups impacted the colonial regions via different means such as fishing, farming, and trading. These understandings address two of the essential questions of the unit: *Why did the 13 colonies develop into three distinct regions? What sets them apart from each other?* These understandings also reflect the National Council for the Social Studies (2013) “college, career, and civic life” (C3) content standards that focus on how “human settlements and movements relate to the locations and use of various natural resources” (p. 41). (It is important to note that students’ understandings would be articulated in a less sophisticated manner than what is stated here and in the Appendix. But it can be helpful for

educators to write the understandings in a more complex manner for their own reference to guide their support of students achieving the desired results).

The Stage 1 desired results of the colonial regions unit also include historical facts for students to know and focused, transferrable skills to support them in developing these understandings. Example facts include the names of the three regions, specific geographical and climactic features of each region, and the economic industries that each region developed. Example skills include analyzing texts and perspectives to synthesize information and develop evidence-based explanations about the essential questions. See Appendix A for the full Stage 1 design of this unit.

**Stage 2: Evidence.** The second stage of UbD asks educators to determine acceptable student evidence for producing the desired results outlined in Stage 1. Educators determine specific assessments to use as evidence of students demonstrating achievement of the desired results. Educators also determine the criteria used for analyzing the evidence (such as rubrics) (Wiggins & McTighe, 2011). It is essential that all formative and summative assessment evidence is tightly aligned with Stage 1 desired results, reflecting the “backwards” design of UbD.

For the fifth-grade U.S. colonial regions unit, the final performance task involves students creating an informational travel brochure for present-day tourists to visit one colonial region and learn about its history and economic development. This performance assessment addresses multiple essential questions and understandings, as students’ brochures would demonstrate what differentiates a specific region from the others (first essential question) as well as how various groups in the region were impacted at that time, such as Native Americans, indentured servants, or enslaved people (third essential question). The final performance task also serves to provide evidence of other Stage 1 desired results, such as students’ specific knowledge about the region and their skills of perspective taking, synthesis, and evidence-based claims. See Appendix B for the full description of the final performance assessment and accompanying rubric.

**Stage 3: Learning Events.** The third stage of UbD asks, “What key learning events will help students reach the goals and be successful on the assessments?” (Wiggins & McTighe, 2011). Educators plan learning experiences and instruction based on the unit’s Stage 1 desired results and to support Stage 2 ongoing formative assessments and final performance assessments. This involves selecting relevant texts and designing activities, experiences, differentiations, and progress monitoring methods to use throughout the unit.

For the colonial regions unit plan, Stage 3 comprises four weeks of activities that center on students closely reading multiple texts, from historical images/paintings and maps to various primary sources (e.g., an indentured servitude contract, speech from Wampanoag Native American) and secondary print texts (e.g., textbook-like materials). Examples of learning events stemming from the close readings include:

- Analyzing geographic and climate features on maps to determine why and how the colonies developed into three different regions.
- Creating illustrations and circle maps for each region with explanations supported by evidence from multiple sources.

- Writing journal entries from the perspective of groups impacted by the regional development (i.e., indentured servants, Native Americans, enslaved people, European settlers).
- Final performance assessment: designing historical travel brochures for one of the regions.

It is important to note that specificity and complexity of components in each stage of UbD unit planning will vary depending on the grade level and corresponding standards. For example, the knowledge goals—the facts with which you want the students to be proficient—would be much less comprehensive and detailed in a second-grade unit grade compared to eighth grade. This would also be the case for other areas of Stage 1, such as the understandings and skills of a unit. What is consistent, however, is the importance of educators’ careful consideration of relevant, developmentally rigorous goals of the first UbD stage to build engaging, productive, inquiry-based curriculum.

### Literacy Integration in UbD Units

Both the UbD framework and what we call the four key literacies can serve to support K-8 students’ comprehensive, robust learning. In Stage 1, an educator sets goals first so they can work backwards to decide how it is best to implement various literacies to reach the goals and eventually where they will incorporate them in Stage 3 of their learning plan. The initial goals the educator sets in Stage 1 determines how and when the educator will integrate key literacies throughout their unit and guides them throughout the planning process to ensure multiple literacies are supporting the larger inquiry.

For example, one of the skills identified in Stage 1 of the early U.S. colonial regions unit focuses on students being able to “analyze different perspectives from various groups during the time of colonization to understand how the colonial regions impacted them in both positive and negative ways” (Appendix A). In order for students to hone such complex, transferrable skills, Stage 3 learning activities can include scaffolded opportunities for students to utilize each of the four key literacies. Scaffolding can include purposefully supporting students in comprehending multiple texts that provide various perspectives through modeling or guiding students’ *content area literacy* strategies, such as visualizing, rereading, determining main ideas, summarizing, etc. (Neufeld, 2005; Schoenbach et al, 2012). *Disciplinary literacy* supports to scaffold students’ analysis of different perspectives in these same texts can include prompting students to source each text to determine whose perspective is being represented and when, why, and how that perspective is being presented; how the given perspective relates to the dominant historical narrative; and whose perspective is not being represented (Nokes, 2003; Wineburg & Reisman, 2015). These *disciplinary literacies* overlap with *critical literacies*, as identifying and examining multiple perspectives can lead to unpacking issues of power and privilege, such as considering who benefitted most and least from early U.S. colonialism and whose perspective is being left out of the historical record. Finally, *civic literacies* can come into play by supporting students’ identification of how colonialism in the U.S. was shaped by past and influenced future political, social, and economic factors.



In Stage 2, educators work backwards through determining evidence they want to analyze and ensuring the ongoing formative assessments and targeted final performance assessment provide students authentic opportunities to engage with various literacies in meaningful ways as set by the goals in Stage 1. Thus, by working backwards and approaching unit planning through UbD, educators can strategically plan out how and where it is best to integrate various literacies such as the four “key” ones to ensure students are closely reading and engaging critically with primary and secondary sources, developing important disciplinary/historical skills, and deepening their content knowledge in engaging, inquiry-based ways.

In the previous section we explained each of the three UbD stages with examples from the fifth-grade early U.S. colonial regions unit and in the above paragraphs we provided brief examples of how the four key literacies can be generally integrated in Stage 3 to support one of the unit’s Stage 1 skill goals. Next, we provide more elaborated descriptions from one lesson plan of the colonial unit to illustrate how the key literacies can be integrated at one particular point in the unit to support Stage 1 desired results. See Appendix C for the full, detailed lesson plan. Here we focus on how three of the four key literacies (*content area, disciplinary, and critical literacies*) are integrated strategically and seamlessly in the lesson plan to support Stage 1 desired results of the unit.

***Literacy integration in the U.S. colonial regions unit via one detailed lesson plan.*** The lesson plan we highlight here is designed to occur toward the end of the unit (days 15-16 of the four-week unit), after students have already learned about each colonial region and its specific economic development. Thus, by this particular lesson students should already have knowledge and understandings of the colonists’ perspective. The overall purpose of this highlighted lesson is for students to closely analyze an image of the Native Americans and the colonists as well as closely read portions of a Native American speech to understand how the colonial regions impacted the Native Americans at that time and to gain some insights into the Native American perspective on this colonization. Particularly, students will closely read and discuss an image titled “Powwow with Cheyennes” (National Geographic, 2024) and parts of a speech written by a Wampanoag tribal member (James Wamsutta) in 1970, two hundred fifty years after Pilgrims colonized Plymouth, Massachusetts. Wamsutta never delivered the speech, as it was “suppressed” by the planners of the 250-year anniversary event.

The lesson plan focuses on specific understanding and skill goals that align with the Stage 1 desired results of the unit. For example, in this lesson students will learn that due to colonialism, Native Americans were forced to give up their land, were used by the colonists for their skills, and had many of their people and much of culture wiped out due to diseases that colonists brought over (Appendix C lesson plan knowledge/understanding goal). These particular knowledge goals serve to help students construct the overall unit understanding that the impact of these distinct colonial regions was prosperous for the colonists’ growing economies, but this colonization was hurting various groups who were living in those regions such as the Native Americans, indentured servants, and enslaved people (Appendix A Stage 1 understanding). These knowledge/understanding goals also align with the unit plan’s Stage 1 content standards, which focus on explaining relationships and connections among historical groups and their differing perspectives (Appendix A Stage 1 standards). Similarly, one of the objectives in the highlighted

lesson plan centers on students sourcing and contextualizing a speech written by a Native American to analyze a different perspective about early U.S. colonization (Appendix C lesson plan objectives/skills). The focused skill in this lesson supports the unit's overarching skill of analyzing perspectives from various groups to understand the positive and negative impacts of the colonial regional development (Appendix A Stage 1 skills).

The highlighted lesson centers on scaffolding students in closely reading and discussing the two abovementioned sources – the painting/image and Wamsutta James' suppressed speech. The lesson provides thorough details about the specific tasks the teacher would lead students through, including the particular questions the teacher could ask and “expected” student responses for each part of the texts. This detailed lesson chronology reflects how to engage students' *content area literacies*, *disciplinary/historical literacies*, and *critical literacies* in productive, meaningful ways.

For example, before reading the Wamsutta suppressed speech, the teacher would ask students to first source the document, identifying and discussing who wrote it, when it was written, and what type of text it is (lines 10-14 of lesson plan chronology). The purpose of engaging in these *disciplinary literacy* strategies is to a) build students' disciplinary habit of sourcing every text they read, b) ensure students notice that the text is a speech written by a Wampanoag (Native American person) 250 years after the Pilgrim's colonization of Plymouth, and thus c) help students understand that the speech is written from the perspective of a member from a minoritized group, a voice that is typically not heard in narratives about the early U.S. colonial period. This sourcing practice also supports students' *critical literacies* in that they are examining issues of power and privilege, such as analyzing what James' perspective entails, inferring why his speech was suppressed, and reasoning about why we do not hear more about this perspective.

An example of scaffolding students' *content area literacies* includes asking students to write a brief, informal summary of the first paragraph of the speech before sharing out their ideas whole group (lines 15-16 of lesson plan chronology). Paraphrasing and writing summaries while reading are high-leverage, generalizable literacy strategies, as doing so prompts readers to monitor their comprehension and record and remember the gist of information being read (Neufeld, 2005; Schoenbach et al, 2012). While reading and discussing this introductory paragraph, the teacher would also guide students in other *content area literacies*, such as making inferences via context clues (i.e., what “white man in America” means in this text) and determining the tone of the text (lines 17-18 of lesson plan chronology). The lesson plan also includes the teacher modeling their own content area literacies for the next paragraph, including determining the meaning of words using context clues, rereading to ensure fuller comprehension of the text, and paraphrasing/summarizing to support comprehension (line 19 of lesson plan chronology).

The above examples represent just a few of the numerous other tasks and scaffolds in the lesson plan designed to engage students' *content area*, *disciplinary*, and *critical literacies* across two days of closely reading and analyzing the image and speech texts.

## Conclusion

In conclusion, connecting what we call the four key literacies to the process of creating a unit by using the UbD backwards design approach displays an effective process for crafting understandings and objectives of a unit to guide the design of meaningful, robust learning

activities in support of those desired results. Through integrating tasks and scaffolds for multiple literacies such as the four highlighted in this paper, students are immersed into a learning environment where they are engaging with the texts in productive, developmentally rigorous, meaningful ways and building their confidence in using vital, transferrable skills. In addition, incorporating multiple literacies such as the four key literacies described in this paper assures that students are productively engaging with texts with an active, critical lens, transitioning them from being passive readers to proactive readers.

The UbD unit planning approach can be used by teachers to ensure that multiple literacies will be incorporated throughout the unit. Through the connection of the four key literacies highlighted here and the UbD unit planning approach, students can be provided the opportunity to interact with both the content and discipline simultaneously, making the learning process more meaningful and authentic.

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## APPENDIX A

## UbD Stage 1

Name/topic of unit: 13 Colonies: Development of the Colonial Regions

Grade level: 5<sup>th</sup> grade

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Meaning</i>	
<p>Standards...</p> <p><b>C3 Standards</b></p> <p>D2.Geo.8.3-5 Explain how human settlements and movements relate to the locations and use of various natural resources</p> <p>D2.Geo. 3.3-5 Use maps of different scales to describe the locations of cultural and environmental characteristics</p> <p><b>Common Core Standards:</b> CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas,</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● The 13 colonies developed into three distinct colonial regions because of various geographic and climate features which affected how each region developed economically.</li> <li>● The geography and climate of each colonial region affected the region's economic development in terms of their economic production, the different occupations available, as well as their development of various economic industries and goods.</li> <li>● The various groups at that time, in addition to the geography impacting the development of each region, also impacted the colonial regions via different means such as fishing, farming, and trading.</li> <li>● The impact of these distinct colonial regions was prosperous for the colonists' growing economies. However, at the same time, this colonization was hurting various groups who were living in those regions such as the Native Americans, indentured servants, and enslaved people.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why did the 13 colonies develop into three distinct regions?</li> <li>● What sets them apart from each other?</li> <li>● How did this impact various groups of people at the time in those regions?</li> </ul>

<p>concepts in a historical, scientific, or technical text based on specific information in the text</p> <p>CCSS.ELA-Literacy. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Illinois Social Studies Standards</b> SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.H.1.4 <i>Perspectives:</i> Explain connections among historical contexts and why individuals and groups differed in their</p>	<i>Acquisition –</i>	
	<i>KNOWLEDGE</i> <i>Students will know ...</i>	<i>SKILLS</i> <i>Students will be able to ...</i>
	<ul style="list-style-type: none"> <li>• The 13 colonies were developed into three distinct regions: New England, Middle, and Southern colonies.</li> <li>• The Appalachian Mountains created a natural fall line spanning from the Southern colonies to the New England colonies that impacted how colonists interacted with the region in which they settled.</li> <li>• The general geography of each region (e.g., New England had rocky land, forests, and access to water).</li> <li>• The general climate of each region (e.g., Southern colonial region had hot summers and mild winters).</li> <li>• The economics of each region such as their main goods/crops (e.g., Southern colonies grew crops for exports such as cotton, rice and tobacco).</li> <li>• How geography and climate impacted economic development of each region (e.g., Southern colonial region had hot summers and mild winters, so it was ideal for farming) as well as different occupations/roles in each region (New England colonists worked as fishermen, builders, and traders because of their access to water and timber).</li> <li>• Native Americans were able to trade with colonists in the regions. However, as colonists began to settle more, Native Americans were</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze primary and secondary sources, including geographical colonial maps, to synthesize evidence about the differences between the colonial regions’ economic development as determined by their geography and climate.</li> <li>• Consider different perspectives from various groups during the time of colonization to determine how the colonial regions impacted groups in positive and negative ways.</li> <li>• Develop evidence-based explanations to answer essential questions using evidence from multiple sources.</li> </ul>

<p>perspectives during the same historical time period.</p>	<p>forced to give up their land and many of them were killed as a result of the diseases the colonists brought over.</p> <ul style="list-style-type: none"> <li>• Indentured servants and enslaved people were forced to work in terrible conditions on plantations and farms in the regions.</li> </ul>	
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## APPENDIX B

### Stage 2

#### Final Performance Assessment & Rubric

**Performance task description:** Students will create an informative historical travel brochure for present-day tourists to learn about the history of the colonial regions' economic development. In their historical travel brochure, students will construct explanations supported by evidence from multiple sources analyzed throughout the unit to address each essential question.

In their travel brochure, students will select one colonial region (New England, Middle, or Southern) to address the second essential question about how the regions differed from each other. Additionally, in their travel brochure, students will select one of the various groups that were impacted at that time (Native Americans or indentured servants and enslaved people) to address the third essential question about how that specific group was impacted during colonialization.

#### Student directions for travel brochure:

You are a designer and have been asked by a new travel company to design a travel brochure about the 13 U.S. colonies. Your task is to create an informative historical travel brochure that people can read when visiting the former colonial regions or for people to read when they want to learn ore about the colonial regions.

Look back at all the sources we read as well as all of your illustrations, circle maps, journal entries, and your note taker sheet. From your readings and notes, you will provide information to answer the three essential questions we have been investigating throughout the unit. Be sure to organize the information in your travel brochure into three sections for each essential question and to use evidence from multiple sources to support your ideas.

#### Section 1: Why did the 13 colonies develop into three distinct regions?

Explain with images and words why the 13 colonies developed into three distinct regions. Don't forget to include details about geographical features and climate and how that shaped the three regions' economic industries. Be sure to use evidence from the sources we read.



Section 2: What set the three regions apart from each other?

Select one of the colonial regions (New England, Middle, or Southern) and explain with images and words how the colonial region differs from the other colonial regions. Don't forget to use evidence from multiple sources we read.

Section 3: How were various groups of people in those regions at the time impacted?

Select one group we discussed in this unit (Native Americans or indentured servants and enslaved people) and explain with images and words how this group was impacted during the time. Don't forget to use evidence from multiple sources we read.

**Student Checklist:**

- I made sure to organize my travel brochure into three clear sections that are each focused on an essential question and are easy for the reader to follow along.
- My travel brochure includes images and words that explain details about the 13 colonies in accurate, informative ways.
- For the second essential question, I selected one colonial region and showed how that region differs from the other regions.
- For the third essential question, I selected one group from that time and showed how that group was impacted by colonization/ colonial regions.
- My travel brochure is clear and uses evidence from multiple sources.
- I made sure my travel brochure is clear, presentable, makes sense, and is appealing to my audience.

## Colonial Regions Historical Travel Brochure Assessment Rubric (for Teachers)

	<b>Accomplished</b>	<b>Developing</b>	<b>Getting Started</b>
<b>Content</b>	Brochure is informative, comprehensive, and includes relevant historical and geographical information. The brochure clearly answers all essential questions in an integrated and interrelated manner that demonstrates student's understanding of the content.	Brochure is informative and includes some relevant historical and geographical information. The brochure answers all essential questions in a mostly clear manner. Some areas in the brochure are partially integrating and interrelating the content to answer the essential questions.	Brochure is semi-informative and includes some information that is either historically or geographically relevant. The brochure partially answers some of the essential questions in a semi-clear manner.
<b>Explanations</b>	Each essential question is clearly answered with a well-developed explanation. Explanations that answer each essential question are evidence-based, focused to the specific question, and are accurate.	Each essential question is answered with a semi-developed explanation. Explanations that answer each essential question are stated in a generally focused manner. Most explanations are evidence-based and accurate.	Most essential questions are partially answered with an explanation. Some explanations that partially answer the essential questions include some definition, are partially focused, and include some accuracy.

<b>Evidence</b>	The brochure integrates and synthesizes evidence from multiple sources analyzed throughout the unit that supports student's explanations about each essential question. The evidence connects back to the essential questions and is clear to understand.	The brochure integrates evidence that supports student's explanations about each essential question from a few sources analyzed throughout the unit. Most evidence connects back to the essential questions and is mostly clear to understand.	The brochure states some evidence that partially supports the student's explanations about their partially answered essential questions from a couple sources analyzed throughout the unit. Some of the evidence attempts to make some connections back to the essential questions.
<b>Organization</b>	The brochure is organized in a clear, presentable manner with focused sections that are easy to follow and is overall appealing to the audience.	The brochure is organized. Most areas of the brochure are divided into clear sections. The brochure can be followed by the audience.	The brochure is organized into one main section for all the essential questions. Some information is presented in a semi-presentable and appealing manner.

**APPENDIX C****Stage 3****Close Reading Lesson Plan: Native Americans' Critical Perspectives**

**Specific Lesson Topic:** Analyzing Critical Perspectives of Native Americans

**Grade/Subject:** 5<sup>th</sup> Grade Social Studies

**Day:** 15 and 16 of the unit

**PART I: RATIONALE, OBJECTIVES****Purpose of Lesson and Overarching Instructional Aims/Goals (in relation to larger scope and sequence of the unit):**

This lesson is towards the end of the unit after students have already analyzed each colonial region and its specific economic development, thus students will already have knowledge and understandings of that from the colonists' perspective. The purpose of this lesson is for students to closely analyze an image of the Native Americans and the colonists as well as source and closely read portions of a Native American speech in order to understand the critical perspective of how the colonial regions impacted the Native Americans at that time.

Additionally, students will understand and engage with how to source print sources and contextualize both written and image sources. This lesson will support students' skills in becoming active readers and historical thinkers who are able to analyze different perspectives by sourcing and contextualizing, in this case analyzing how the colonial regions negatively impacted Native Americans.

**Student Knowledge/Understanding Goals for this Lesson:**

Students will understand that while the impact of colonial regions was prosperous for the colonists' in growing their economies, at the same time, it negatively impacted the Native Americans. For example, Native Americans were forced to give up their land, give up their power, were treated unkindly by the colonists, were used by the colonists for their skills, and had many of their people and culture wiped out due to diseases that colonists brought over.

**Student Learning Objectives (Skill Goals) for this Lesson:**

- Students will be able to analyze an image of Native Americans and colonists to infer the nature of interactions between the colonists and Native Americans.
- Students will be able to source and contextualize excerpts of Wamsutta James's suppressed speech to explain the Native American perspective about the negative impact of colonization.
- Students will be able to engage in using different literacy strategies to make meaning while closely analyzing both the image and written speech in order to understand key details of James's speech and his perspective as well to answer the third essential question.

**Learning Standards for this Lesson:**

SS.H.1.4

*Perspectives:*

Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical time period.

CCSS.ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**PART II: ASSESSMENTS**

**Key Informal Assessments for this Lesson**

- **Method/format:** partner and whole group discussions about both sources (James’s speech and the “Powwow with Cheyennes” image) & students’ noticings, questions, and inferences from closely analyzing worksheet.
- **Specific, observable evidence:**
  - Specific information mentioned from both sources that explain how the Native Americans were impacted at that time (e.g., understanding from the speech that the colonists took away the Native Americans land to use it for their own personal gain).
  - Clear, accurate, relevant questions and noticings (i.e., “I noticed that in the speech, James said that the Native Americans were called savages and he used that word in his speech later too which shows me how they were treated very harshly.” “I wonder why the planners of the celebration did not want to let others hear James’s speech that showed his true perspective.”).

**Key Formal Assessments**

- **Method/format:** Exit question included on closely analyzing worksheet in which students identify how the Native Americans were negatively impacted at that time.
- **Specific, observable evidence:**
  - Specific negative experiences the Native Americans faced due to the colonial regions drawn from the image and speech: e.g., Native Americans had to give up their land and had to move because the colonists were forcing them to do so. The Native Americans were stripped of their power. Diseases killed off many Native Americans. Native Americans were treated poorly by the colonists and had to give up their culture in order to survive.

**PART III: RESOURCES**

**Learning and Resource/Materials/Technology/Tools**

(See Appendix D for copies of each text and worksheet/exit ticket for this lesson).

- “A Powwow with Cheyennes” [Image](#)
  - We will begin with this source as it sets the stage for students analyzing James’s speech and it depicts how Native Americans were negatively impacted by the colonial regions at that time. This source is a little more engaging and accessible for students as it provides students with evidence to answer the third essential question as well as provides information to make sense of the second source students will be closely reading.
- [Excerpts](#) from “A Suppressed Speech” given by Wamsutta James, Wampanoag
  - This speech was written by Wamsutta James, a descendent of Wampanoag Native Americans, in Plymouth Massachusetts in 1970. This speech was written to be delivered on the National Day of Mourning which is observed on Thanksgiving by some indigenous people. I will provide students with this background information in a paragraph attached to the back of this speech that students will read before closely reading this speech. Students will be reading excerpts of Wamsutta’s speech, specifically sections that detail how colonization hurt the Native Americans in detrimental ways.
  - This source has accessible language for students to understand, but students may not have context of the speech and the names of the Native Americans tribes. Thus, I will scaffold these parts of the speech for students. Students will engage in sourcing this speech by asking questions about the author, the title of the text, the type of text this is, and when this speech was written. Students will also closely read and interpret excerpts of the speech to examine the perspective of the Native Americans.
- Analyzing worksheet with exit ticket question (see below).

#### PART IV: LESSON CHRONOLOGY

##### Lesson Introduction:

1. To begin the lesson, I will have students read aloud and explain the learning objectives and the essential question that relates to today’s lesson (question #3).
2. To review the previous day’s lesson/text, I will ask students to tell their partner details about how the Native Americans were impacted by the colonial regions. I will emphasize to students to think back to how the Native Americans were both positively and negatively impacted by the colonial regions at that time. I will encourage students to look back at their colonial region notetaker sheet if they need to. I will have some students share out the impacts.

##### Sequence of Learning Activities:

###### *Closely reading the first text: A Powwow with Cheyennes image*

3. I will pass out the first source: “A Powwow with Cheyennes” image.
4. Students will be given some time to independently analyze this image and then to discuss with a partner. Students will be provided with some prompts to think about when analyzing the image.

- a. What things do you notice, infer, wonder? (Use the analyzing worksheet to record questions, noticing, inferences)
  - b. How are you making sense of this image? What does it make you think about?
  - c. What is this image showing you? What specific details you see in this image?
  - d. How does this image help us answer the third essential question?
5. After independent work and pair share, we will discuss the image whole class. I will begin by asking students “What is the first thing we should ask ourselves or look at when analyzing a source?” I expect students to tell me that we should first look at the title, author, and the date of the source.
6. We will discuss the title of this image - “A Powwow with Cheyennes.” I will ask students if they have heard of the words powwow and Cheyenne. I will ask students to infer the meaning by using context clues from the image to tell me what they think powwow and Cheyenne mean.
  - a. I will help students determine that Cheyennes is the name of the Native American tribe because from the description below the image, it says diplomacy between the settlers and the Cheyenne.
  - b. I suspect students will have more difficulty with the term “powwow”, therefore I will ask students “how can I figure out what this word means? What strategies can I use to figure out the meaning of unknown words?” I expect students will say they can look up the word in the dictionary or online, use context clues, or use their background knowledge. I will ask students to help me search the meaning of the word online and they will write the definition underneath the image. The definition of a powwow is a conference or meeting for discussion.
7. Once we have defined these vocabulary words, we will have a discussion about what students observed, inferred, and wondered about the image. Each pair will share out one of their ideas.
8. Some responses may include:
  - a. There are Native Americans and colonists both on horses who are going to talk with each other about an issue. I think they might be discussing things about the land.
  - b. One Native American is holding maybe a weapon. This may be used for their protection from the colonists taking their land.
  - c. It looks like the colonists and Native Americans are going to talk, maybe about their land because we read about that in yesterday’s text. Neither side looks very happy.
  - d. I wonder why the colonists and Native Americans are both on horses. Will they discuss while on their horses because we do not really see people discussing on horses in today’s society?
9. I will then ask students how this image helps us answer the third essential question. I will remind students to think back to the sources we read from yesterday’s lesson and our observations from this image to address how the Native Americans were impacted at that time. Expected student responses include:

- a. It looks like the colonists want to take over the Native Americans land, and the Native Americans are ready to protect themselves and their land. The Native Americans were negatively impacted because they were forced by the colonists to give up their land and they did not have much of a choice.
- b. Because this image shows a meeting between the colonists and the Native Americans, the colonists most likely wanted to discuss that they want to take over their land in order to build their economy. The Native Americans probably were not happy about this because they did not want to give up their land to the colonists.

*Sourcing the second text: A Suppressed Speech of Wamsutta (Frank B.) James. Wampanoag*

10. I will pass out the second source: “A Suppressed Speech of Wamsutta (Frank B.) James. Wampanoag.”
11. Before students begin closely reading, I will bring students’ focus to our pre-reading (sourcing) questions poster that provides 3 questions to ask before we begin reading.
  - a. Who wrote this text?
  - b. When was this text written?
  - c. What type of text is this?
12. After students source the text independently and discuss in pairs, I will ask some students to share out their noticings. I will ask questions to ensure we discuss the following points:
  - a. This text was written in 1970 which is hundreds of years after the development of the thirteen colonies, meaning that James was not actually there when he is describing these negative things that happened to the Native Americans.
  - b. This text is a speech, which means many people were meant hear it, so one might say things differently than if they were writing something not many people would read/hear (i.e., diary, personal letter).
  - c. The speech was supposed to be given, which is Plymouth, Massachusetts in the New England colonial region. I will explain to students that the interactions between the Native Americans and the colonists that James will address took place all throughout all colonial regions.
  - d. I will explain what “suppressed” means and ask students to think about possible reasons the speech was suppressed.
  - e. The speech was written by Wamsutta James, Wampanoag. We we will work to figure out that the comma symbolizes that Wampanoag is James’s tribe name and his actual name is Wamsutta James. Therefore the speech is written from a Native American’s perspective. He is looking back in time at history, which may have lasting effects on Native Americans’ experiences today.
13. I will ask students to flip their text to the next page in which they will find a paragraph about Wamsutta James that tells them who he was, the background of the speech, and the purpose of James’s speech. We will discuss students’ questions and noticings together as a class. Some key points I want to come out of the discussion:
  - a. We are hearing the Native American side of the story of how they were



- impacted. We only read about the colonists before but now we have the other side of the story and the Native American perspective.
- b. We get to know how the Native Americans really felt about all of this and how they were impacted by the colonists. We understand how negatively they were treated by the colonists and understand all the hardships they faced.
  - c. James is biased because his people and culture were hurt by the colonists, so he wants to make sure everyone hears his side of the story and understand what they went through. So, he will share more true details about how his people were actually treated and how the colonists probably did not want others to hear this side of the story.
14. I will tell students that what we just did was “source” the text. Sourcing is asking who wrote the text, when it was written, identifying what type of text this is, identifying bias, and from whose perspective this text was written from. You were doing what historians do when they analyze a text.

*Closely reading and discussing the text: A Suppressed Speech of Wamsutta (Frank B.) James, Wampanoag*

15. As a class, we will begin reading the speech. For the introduction paragraph of the speech, I will have students read it independently because this paragraph does not provide much critical evidence to answer the third essential question, but just sets the stage for James’s speech. I will ask students to keep in mind while they read what the paragraph is telling us and any questions they may have.
16. I will ask students to read the introduction paragraph independently and to write a brief, informal summary/gist of the paragraph next to it. We will discuss the gist. Examples of what students would write/say include:
  - a. James is sad when he is saying his speech because he is upset about what happened to the Native Americans and how people are celebrating this time but his people are still hurting.
  - b. The white man in America is celebrating this time because of everything they did that they thought was good. But the Native Americans were hurt at the same time.
17. I will guide students in inferring that the “white man in America” refers to the colonists as we saw in previous sources of how the colonists were white males.
18. I will ask students what the tone of this first paragraph is. Does it sound happy and cheerful like some speeches may sound like or does it sound sad and upset? I expect students to tell me the tone of the speech sounds sad, dark, and upsetting. I will ask students to identify what words/ phrases in the paragraph help you figure out the tone. Students may say “mixed emotion” and “it is with a heavy heart that I looked back upon what happened to my People.”
19. Next, I will model how I closely read the next paragraph of James’s speech. I will model the paragraph beginning with “History gives us facts... hanged as quickly as any other

- “witch.” I will ask students to pay attention to what I am doing.
- a. I have decided to model this first paragraph to students because this paragraph includes many key details and some challenging vocab words, therefore I want to model these skills for students when reading a text. Thus, I will model how I reread sections of the text, use my context clues to figure out vocab words, and how I track key details in the text. I want to emphasize to students that when reading any text, they need to reread sections in order to comprehend it because it may be confusing the first time they read through it. Additionally, when a text provides many key details, I want to emphasize to students how to track these things as they read. In this text, I will track the details that tell me how the Native Americans were negatively impacted by the colonists at that time by numbering the hardships I read the Native Americans went through.
  - b. As I model, I will be reading aloud and connecting what I know about Native Americans and the evidence from the speech that helps me comprehend the text and helps me answer the third essential question.
  - c. As I am reading aloud, I will circle the word Puritan to symbolize this is a vocab word I don't know. I will model how I use context clues to figure out what those two words mean. I will use the context clues from the sentence “when the Puritans came” to help me figure out that Puritans means the colonists because they came over while the Native Americans were already there.
  - d. I will also model how I reread this section multiple times in order to understand what the text is saying as there is a lot of detail included and I want to emphasize to students how to track these things as they are reading.
  - e. I will also model writing a brief summary/gist of the paragraph right next to that paragraph as a way to practice summarizing/comprehension and to help me remember what I read.
20. I will remind students that I we are also looking for evidence to help answer the third essential question. Therefore, I will track the details in the text that provide evidence to answer the question about the impact of colonization on Native Americans (i.e., forced to give up land for personal gain, disease killed many Native Americans).
  21. After modeling and discussing the first paragraph, students will then practice closely reading the next two sections of the speech independently. This will provide students time to process this challenging text on their own before closely reading rest of the speech with a partner through a guided practice strategy. As students are closely analyzing independently and then with a partner, they will continue working on their closely analyzing worksheet. I will remind students as they are closely reading, that they should be thinking about how this speech helps us answer the third essential question and to summarize/paraphrase each paragraph to help them comprehend and remember what they read.
  22. I will reconvene the class and students will share our their noticings, questions, and

inferences after reading the speech. I will have partners share out some of their questions and comments they made while closely reading the speech.

23. I will also ask some of these questions during whole group discussion:
- a. Tell me your thoughts about how you felt while reading James's speech? Why did you feel that way?
    - i. Students may share out that they felt sad and upset because the Native Americans were being treated very negatively and they had to give up their land even though they had it first.
  - b. What words did you find challenging or word you did not know the meaning of?
    - i. Potential words include: savage, aura, nautical, totem pole
    - ii. I will ask students to share out the strategies they used to help figure out the meaning of these words. I expect students to share out how they used context clues, used their background knowledge, or looked the word up. We will figure words out together if they weren't able to do it on their own.
  - c. Based on this text, how were the Native Americans impacted by the colonists at that time? Tell me the evidence you used in the speech (which part of the text) to help you answer this question.
    - i. Students may share out that that the Native Americans were stripped of their power, the colonists took their land and used it for themselves to grow economically, the colonists used the Native Americans to teach them certain skills they would need to survive in society and then they treated them harshly, and how diseases killed off many Native Americans and their culture.
  - d. Why do you think James's speech was suppressed? Do you think it is important for us to read his critical perspectives on this topic? Why?
    - i. Students may share out that because this speech tells us how badly the Native Americans were treated, the colonists do not want to share that side of the story of how they were treating the Native Americans very poorly.
    - ii. The colonists do not want to take blame for how badly they were treating the Native Americans because they do not want to look bad and did whatever they thought was good to help them grow economically.
    - iii. It is important to read both the colonists and the Native Americans side of the story because then we can hear both sides of the story and we can know how each side felt during that time.
    - iv. This speech helps us know more about how the Native Americans felt when the colonists came to their land. We read about how the colonists felt before, but we did not think about how the Native Americans were being treated badly by the

colonists as not all other sources we read shared that.

24. I will emphasize to students the importance of hearing and reading critical, multiple perspectives of the colonial regions and understanding how other groups, in this text the Native Americans, were impacted by the colonial regions. If we only read about the colonial regions from the colonists' perspective, we would only hear one side of the story and would not know how the Native Americans were treated and how they felt about all of this at that time.

**Lesson Closure:**

25. After our discussion, I will restate our learning objectives for the lesson and ask students to rate with a thumbs up, thumbs sideways, or thumbs down regarding how they feel they met the learning objectives after today's lesson and activity.
26. I will then direct students to complete the bottom portion of the analyzing worksheet that asks students to respond to the exit question: "From these sources, we can understand how the Native Americans were impacted by the colonists and the colonial regions at that time. Explain to me how the Native Americans were impacted by telling me the hardships they faced and how they were treated. Make sure to use evidence from today's sources in your response." Students will complete this exit slip independently. I will emphasize to students to think back to our discussions today, their annotations of the sources, and their analyzing worksheet to help answer this question.

**APPENDIX D**  
**Texts and Materials for Lesson Plan**

**SOURCE 1**

“A Powwow with Cheyennes” Image

From: <https://education.nationalgeographic.org/resource/native-americans-colonial-america/>

Image: A depiction of diplomacy between Cheyenne and Settlers from “A Powwow with Cheyennes.” *North Wind Picture Archives*

**SOURCE 2**

Excerpts from “The Suppressed Speech of Wamsutta (Frank B.) James, Wampanoag”

From: [http://www.uaine.org/suppressed\\_speech.htm](http://www.uaine.org/suppressed_speech.htm)

**Excerpt from The Suppressed Speech of Wamsutta (Frank B). James, Wampanoag**

To have been delivered at Plymouth, Massachusetts, 1970

It is with mixed emotion that I stand here to share my thoughts. This is a time of celebration for you - celebrating an anniversary of a beginning for the white man in America. A time of looking back, of reflection. It is with a heavy heart that I look back upon what happened to my People.

History gives us facts and there were atrocities; there were broken promises - and most of these centered around land ownership. Among ourselves we understood that there were boundaries, but never before had we had to deal with fences and stone walls. But the white man had a need to prove his worth by the amount of land that he owned. Only ten years later, when the Puritans came, they treated the Wampanoag with even less kindness in converting the souls of the so-called "savages." Although the Puritans were harsh to members of their own society, the Indian was pressed between stone slabs and hanged as quickly as any other "witch."

The Pilgrims had hardly explored the shores of Cape Cod for four days before they had robbed the graves of my ancestors and stolen their corn and beans.

And so down through the years there is record after record of Indian lands taken and, in token, reservations set up for him upon which to live. The Indian, having been stripped of his power, could only stand by and watch while the white man took his land and used it for his personal gain. This the Indian could not understand; for to him, land was survival, to farm, to hunt, to be enjoyed. It was not to be abused. We see incident after incident, where the white man sought to tame the "savage" and convert him to the Christian ways of life. The early Pilgrim settlers led the Indian to believe that if he did not behave, they would dig up the ground and unleash the great epidemic again.

The white man used the Indian's nautical skills and abilities. They let him be only a seaman -- but never a captain. Time and time again, in the white man's society, we Indians have been termed "low man on the totem pole."

Has the Wampanoag really disappeared? There is still an aura of mystery. We know there was an epidemic that took many Indian lives - some Wampanoags moved west and

joined the Cherokee and Cheyenne. They were forced to move. Some even went north to Canada! Many Wampanoag put aside their Indian heritage and accepted the white man's way for their own survival. There are some Wampanoag who do not wish it known they are Indian for social or economic reasons.

**NOTETAKER:**

Analyzing Worksheet with Exit Question

Name: \_\_\_\_\_

## Closely Analyzing Notes

Directions: As you are analyzing both sources, write down your questions, noticings, and inferences as you read.

Noticings

Questions

Inferences

**Exit Question:** From these sources, we can understand how the Native Americans were impacted by the colonists at that time. Explain how the Native Americans were impacted by telling me the hardships they faced and how they were treated. Make sure to use evidence from both sources in your response. You may write on the back if you need to.

*Sample response to exit question: Native Americans had to give up their land and had to move because the colonists were forcing them to do so and the Native Americans were stripped of their power. The Native Americans tried to battle for their land as they interacted with the colonists, but they were still forced to give up their land. Diseases killed off many Native Americans. Native Americans were treated poorly by the colonists, and they also had to give up their culture in order to survive.*







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