

**S18 Template for Illinois Reads Final Curriculum CIEP 329
Illinois Reads Books**

This curriculum plan and the interactive strategy and technology based resources are worth a combined 50% of your course grade. This completed template is worth 25% of your course grade.

Title of Book	Sinking the Sultana		
Title of Unit	A Civil War story of Imprisonment, Greed, and a Doomed Journey Home		
Grade level (interest)	6th-8th Grade	Reading Grade level	8 th grade
Lexile Level	1090 L	Guided Reading level	6-8 th grade
A. Purpose for Instruction/ Essential Questions/ Theme	<p>The purpose of this lesson is to inform students of a not so common American tragedy while giving background of the Civil War of the United States.</p> <ol style="list-style-type: none"> 1. What effects can the Civil War have on the country? 2. How does imprisonment of soldiers fit into the Sinking of the Sultana? 3. How does greed fit into the Sinking of the Sultana? 4. How does a doomed journey home contribute to the Sinking of the Sultana? <p>The theme of this unit is “tragedy.” The students should understand the different components (imprisonment, greed, and a doomed journey home) that fit into the theme of the tragedy that took place on the Sultana.</p>		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons	<p>1. CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>2. CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>3. CCSS.ELA-LITERACY.WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4. CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
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C. Student Learning Outcomes – Targeted unit goals

1. Students will be able to recall their background knowledge on the different effects a war can have on certain people specifically the civil war. Students will also be able to activate, connect and build by noticing and thinking about the past.
 2. Students will be able to identify what they have learned from the past two chapters they read. Students will be able to define new words and concepts and organize their thought in three different categories. Students will be able to define freedom in their own words and explain what freedom means to them.
 3. Students will be able to question the story. Students will be also be able to inform other students about their questions using academic vocabulary.
 4. Students will be able to identify how the journey home is doomed by sequencing using a timeline.
- Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking**

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

- Lesson 1: Chapter 2 Off to War, (talks about the different types of people who enrolled to be in the army),
Lesson 2: Chapter 5 Freedom, (talks about the different conditions the prisoners of war had to live in and how the war is finally over so now they can leave the camps and finally try to get back to a normal life)
Lesson 3: Chapter 6 Countdown to Disaster (talks about the suspicions of bribery and greed on the Sultana and between the captains and soldiers on the boat) Chapter 7 (talks about the doomed journey ahead and what the survivors might face)
Lesson 4: Chapter 8 Rescue (talks about how the sinking of the Sultana happened and people’s initial responses and how other people rescued passengers on the boat it also talks about how the people on the boat have a long way to go to get home after this tragedy)

Academic Language to be supported at word, syntax and discourse levels	Background Knowledge: North South Civil War Robert E. Lee Ulysses S. Grant Imprisonment: Mississippi River Boilers Rations Corralled
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Vocabulary Tier 2 Words	Greed: Exploit Overcrowded Alarmed Surplus Doomed Journey Home: Perished Clutched Struggled Scalded
Tier 3 Words	

Bloom's Levels Addressed: (Check all that apply)	
<input checked="" type="checkbox"/> Remembering	<input checked="" type="checkbox"/> Analyzing
<input checked="" type="checkbox"/> Understanding	<input checked="" type="checkbox"/> Evaluating
<input checked="" type="checkbox"/> Applying	<input checked="" type="checkbox"/> Creating

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	List the strategies that you plan to emphasize: Activating, Connecting, and Building: Noticing and Thinking about New Learning (p.113) -On sticky notes, the students record new learning and their reactions to what they have just learned (two different sticky notes) then display them around the room. Smartboard: The students and the instructor will complete Venn Diagram comparing and contrasting the North and South in the Civil War with the Smart board. Determining Importance in Text (p. 207) -Note taking scaffold titled I Learned/I wonder/ Wow! -Students will have three different columns that they can insert information into, the three different columns should help them differentiate the new information they have learned because there is a lot in this book. In the "I learned" column the students should write down a new vocab word or phrase. The students need to keep in mind that the theme of today's chapters is freedom of the prisoners of war, so the students should be able to define freedom and talk about what it means to them, in the exit slip which will be a post it note. Smartboard: Pyramid activity from Buehl. The students need to divide the different information in three different categories: Background Detail, Short-term Information, and Essential Knowledge. Questioning: (p. 133)
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	<p>-Interactive Wonder Walls</p> <p>As the student’s questions pop up during the reading they can jot down the questions that they want answered. Students may not remember the questions after reading so it is important to have them write down their questions while reading. After the Smartboard activity the students will write down their questions and bring them up to the board for everyone to see and eventually answer.</p> <p>Smartboard: Organizing different questions into the three different categories: Imprisonment, Greed, and a doomed Journey Home.</p> <p>Sequencing(p.225)</p> <p>The students will start on their summative in this lesson because the Smartboard activity has to do with the summative. The instructor will present the students with their assignment and give them time to work on it.</p> <p>Smartboard: The students will be able to complete a timeline with the instructor on the smartboard. The students will have to communicate with the instructor to complete the timeline correctly. The strategy of sequencing will help the students lead into their summative assessment.</p>
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Brainstorming for Lessons

<p>Interactive activities for each lesson</p>	<p>Activity 1:</p> <p>Background knowledge Smartboard activity using a Venn Diagram</p> <p>The students will use background knowledge from previous history classes to decipher if the certain facts or generals are from the North (Union) or South (Confederate). The students will then use this information to put themselves in the time period that the Sultana sank in and investigate why they need to know a little bit of background information while they read this book. The strategy that they are using for this would be explicit instruction: the gradual release of responsibility. This would be under the connect and engage category and this is where “the teacher activates and ascertains student’s background knowledge”. This is where the students will use what they have learned and apply it to the Venn diagram smart board activity.</p> <p>Activity 2: Beuhl Pyramid that is organized into three different categories. The different categories are Background Detail, Short-term information, and Essential Knowledge. This will help the students with determining with information is crucial in the story and which information they can/will forget. The instructor will call on students who want to volunteer for this activity.</p> <p>Activity 3: Organizing questions into three main categories: Imprisonment, Greed, and a Doomed Journey Home</p> <p>The students will work with the instructor to determine which questions will go in which category. The unit is divided into the themes of imprisonment, greed, and a doomed journey home. It is important that the students have a good grasp on this because this will help them with the timeline which will then help them with the summative assessment. The instructor will do one or two questions first and model for the students and eventually call on volunteers afterwards.</p> <p>Activity 4: Interactive Timeline</p>
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On the Smartboard, the instructor will have many different events from the story that the students and the instructor have read the students will have to organize the events in order. The Smartboard will have a blank timeline leading up to the journey home and the students will have to drag the events to the line. This activity is also helpful because the summative assessment requires the students to recall different events from the story.

Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials

Objective:	The students will be able to identify the difference between the North (Union) and the South (Confederates). The students will be able to identify the different effects that a war can have on the country, specifically the civil war.
Procedure Lesson One:	Students will also be able to activate, connect and build by noticing and thinking about the past.
Technology pages:	Smart Board page 1 Procedure: <ul style="list-style-type: none">• The students will have read chapter 2 of Sinking the Sultana before class starts, so they can complete the Venn Diagram with the instructor.• The instructor will pull up the Smart Board activity, so he/she can complete it with them. The instructor can call on anyone in the class making sure that most of the students are participating.• After the activity, the instructor will hand out a worksheet for the students to complete about the effects of war.• The students will complete the worksheet.• After the students complete the worksheet, the instructor will hand out the post-it notes for the students to complete as an exit slip.• The instructor will ask the students to write on one side of the post-it note what they have learned and on the other side of the post it note their reactions to what they have learned.• The instructor will ask the students to put the post-it note on the door as they walk out of the classroom.

<p>Objective:</p> <p>Procedure</p> <p>Lesson Two:</p> <p>Technology pages:</p>	<p>Students will be able to identify what they have learned from the past two chapters they read. Students will be able to define new words and concepts and organize their thought in three different categories. Students will be able to define freedom in their own words and explain what freedom means to them.</p> <p>Technology page 2</p> <p>Procedure:</p> <ul style="list-style-type: none">• The students will have read chapter 5 before the class has started. This chapter has to do with imprisonment in the boat.• The instructor will start out with the Buehl Pyramid. The Buehl pyramid will have the students decipher if the information provided is background detail, short-term information, or essential knowledge. The instructor will call on any student who wants to volunteer.• After the Smart Board activity, the instructor will hand out the worksheet that will help the students organize the new information that they have learned from the chapters so far.• The students will complete the worksheet.• The instructor will let the students keep the worksheets, as they read they can fill in more.• As the end of the class draws near, the instructor will pass around post-it notes for the students to answer what freedom means to them on one side and on the other side the students will provide their own definition of imprisonment.• As the students walk out of class the instructor will ask them to stick their notes on the door.
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Objective:	Students will be able to question the story. Students will be also be able to inform other students about their questions using academic vocabulary.
Procedure Lesson Three:	Smart Board page 3
Technology pages:	<p>Procedure:</p> <ul style="list-style-type: none">• The students will have read chapters 6 and 7 of the book read before this lesson starts.• The instructor will start the class off with the Smart Board activity with the students. The activity has the students divide the questions that the instructor has made into the three main categories: imprisonment, greed, and a doomed journey home.• The instructor will call on students to help her/him complete the activity.• After the activity, the students will participate in an interactive wonder wall. The instructor will hand out the post-it notes for the students to put their questions about the story on. Each student will receive two post-it notes. First, they will write a question on the post-it note and stick it in front of the classroom on the board. The student will all get up after everyone is done writing their questions and walk around with their other post it answering their classmates questions. In the end, the instructor will read aloud the post-it notes with the questions and the answers, so the students can hear their question answered.• As the exit slip, the instructor will ask the students to write on a piece of paper about one time that they have been greedy in life. Just 2-3 sentences but collect the papers when they are done. The instructor will remind them that the chapters the have read have been about greed and how the people in charge of the Sultana were very greedy.

Objective:	Students will be able to identify how the journey home is doomed by sequencing using a timeline.
Procedure	Smart Board page 4
Lesson Four:	Procedure:
Technology pages:	<ul style="list-style-type: none"> • The instructor will start the lesson off with completing the timeline with the students. The timeline is very important for the students to complete on the last day because the summative assessment goes along with the timeline. • The instructor will call on students to come up to the board and participate with the timeline. • Once this timeline is completed, the instructor will take the rest of the time introducing the summative assessment by reading the handout that goes along with the assessment. • The instructor will be around to help the students if they have any questions with their summative assessment.

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)	<p>Formative Assessments</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Participation with the venn diagram • Completion of the worksheet • Exit slip <p>Lesson 2</p> <ul style="list-style-type: none"> • Participation with the Buehl Pyramid • Completion of the worksheet • Exit slip <p>Lesson 3</p> <ul style="list-style-type: none"> • Participation with the questioning activity • Participation with the interactive word wall • Completion of the exit slip <p>Lesson 4</p> <ul style="list-style-type: none"> • Participation with the timeline activity • Monitoring to see if the students are starting the summative <p>Summative Assessment:</p>
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- An eyewitness account of journal from the students pretending that they are soldiers on the sultana. The students are going to have three different journal entries in the end. The three categories include: imprisonment, greed, and a doomed journey home. The unit was divided up into those three different sections, so the students should have an easier time with the entries. The students can be anyone they want to be, they can make someone up. They can be a captain, a soldier, a regular civilian, etc. The students can type or write this up. The worksheet explaining the summative to the students is attached.

Name:

Eyewitness Journal
Assignment

You get to
journal about
what really
happened!!

Three journals will be turned
in!!



YOU ALL GET TO PRETEND YOU WERE ABOARD THE
SULTANA WHILE THIS TRAGEDY HAPPENED.

YOU CAN BE ANYONE YOU WANT TO, MAKE UP A
CHARACTER. FOR EXAMPLE, I COULD BE ONE OF THE
CAPTAINS AND WRITE ABOUT WHAT I WENT THROUGH.

Three journals are required from you. The first journal will be focused on the imprisonment you have seen/experienced on the Sultana. The second journal will be about the greed you have seen on the Sultana. The third journal will be about the doomed journey home you may face.

This can be typed or handwritten.