

Integrated Units

Lenape Elementary School

Presented to the Board of Education by

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What is an Integrated Unit?

- Extended learning experience that connects learning in social studies with literacy – including reading, writing, listening and speaking
- Guided by essential question(s) for exploration
- Provides an opportunity for meaningful, collaborative inquiry
- Opportunity for student self-determination and self-evaluation
- Students...
 - collect, analyze, and integrate information from various sources
 - draw inferences and conclusions to inform synthesis of projects/products of learning to share with others

What will it look like in Third Grade?

- Citizens of the World
 - How are people and their world interdependent?
 - Research and investigate through the use of informational text, maps, charts, graphs, and other sources:
 - Physical, human, and cultural characteristics of different regions and people
 - People's dependence upon, modification of, and adaptation to the physical environment
 - Animals' dependence upon, modification of, and adaptation to the physical environment
 - Interdependence of animals and people
 - Geographic location and its importance to people
 - Evaluate, compare, infer, and synthesize information from multiple sources

What will it look like in Fourth Grade?

- New York and the American Revolution
 - How did the American Revolution affect lives in New York?
 - Research and investigate through the use of fictional text, informational text, illustrations, artifacts, graphics, charts, and other sources:
 - Importance of New York state during the Revolutionary War period
 - Issues related to politics, economics, and geography during the War
 - Involvement of the Native Americans and African Americans in the War
 - Various points of view about the War
 - Evaluate, compare, infer, and synthesize information from multiple sources

How it looks in Fifth Grade...

- Geography and Complex Societies
 - How does geography influence human society and human society impact the environment?
 - Research and investigate through the use of informational text, maps, graphs, charts and other sources:
 - Adaptation to and modification of environment by people
 - Geography of the Western Hemisphere and its impact on where people settle and the resources available
 - Case studies of ancient civilization including Aztec and Inca Civilizations
 - Students use writing, reading comprehension, listening skills, and oral communication during the inquiry process.
 - Students demonstrate learning by evaluating, comparing, and synthesizing information from a variety of multimedia sources.
- Point of View in United States History

Geography and Complex Societies

Why were roads important to the Inca Empire?



Image: The Inca's engineering of roadways and agricultural terraces in mountainous terrain was one key to the expansion of the empire.
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Students integrate information from text, images, and maps to respond to the guiding question of the case study.

A Gold Miner's Tale

by Bobbi Katz

1 I was twenty-one years old.
 excited 2 I fired up by dreams of gold.
 3 Rushing West in '49
 4 to stake a claim to my own mine!
 5 What did I find when I got there?
 6 Thousands of "rushers" everywhere!
 7 Water and sand. That's ALL it takes.
 8 Swish your pan. Pick out the flakes!

9 A meal!
 10 A horse!
 11 A place to stay!
 dumb 12 Who'd believe what we had to pay!
 found

13 Bought a shovel. Bought a pan.
 14 Soon I'd be a rich young man.
 15 Water and sand. That's ALL it takes.
 16 Swish your pan. Pick out the flakes!
 17 Pan after pan. I'd swish and wish
 for a glint of pay dirt in my dish.
 18 Asleep at night, what did I see?
 19 Nuggets the daylight hid from me.

20 I took more than a flash in the pan.
 21 to make a rather rich young man.

22 The gold I found? Just enough to get by. → defeated
 23 I gave up when my claim went dry.
 24 Water and sand. That's ALL it takes.
 25 Swish your pan. Pick out the flakes!
 26 Got a job in a hydraulic mine.
 27 Hated the work, but the pay was fine.
 28 So when I heard about Pikes Peak, → excited
 29 I
 30 yes.
 31 in
 32 the Rockies
 33 within a week!

34 Water and sand. That's ALL it takes.
 35 Swish your pan. Pick out the flakes!
 36 I should have known better.
 37 With a grubstake? so small,
 38 I left Colorado with nothing at all.
 39 No job. No gold. Just a shovel and a pan.
 40 But I walked away a wiser man.

41 "Gold in the Klondike!"
 42 Wouldn't you think
 43 I'd be up there in a wink!
 44 But with my new plan to pan gold flakes,
 45 I didn't make the same mistakes. → proud
 46 Before I joined the great stampede,
 47 I thought: What will stampedees need!
 48 Now I'm a Dawson* millionaire!
 49 I sold them ALL long underwear.

50 Pikes Peak: site of a gold discovery in Colorado
 51 grubstake: money or supplies
 52 Klondike: a Gold Rush area in northern Canada
 53 Dawson: a city in the Yukon Territory of northern Canada

Oh, California
-sung to the tune of *Oh, Susannah*

I thought of all the pleasant times we've had together here,
I thought I ought to cry a bit, but couldn't find a tear.
The pilot bread was in my mouth, the gold dust in my eye.
And though I'm going far away, dear brothers, don't you cry!
Oh California, that's the land for me,
I'm going to Sacramento with my washbowl on my knee.

I soon shall be in Francisco, and then I'll look all 'round.
And when I see the gold lumps there I'll pick them of the ground.
I'll scrape the mountains clean, my boys, I'll drain the rivers dry,
Oh, California, that's the land for me,
I'm going to Sacramento with my washbowl on my knee.

Points of View in United States History

Students write informational essays incorporating point of view.

It's a day and you wiping your sweaty face with a bright yellow bandana. You have been working all day, trying to find gold but you only found three small flakes, enough for a box of pilot bread and a small cup of water. That night you have dreams of gold saying that you will strike it rich and stake a claim the next day. Miners' expectations were much different than their real experiences. In the story Rose's Gold by Joyce Goldenstern, the song Oh California, the poem A Gold Miner's Tale by Bobbi Katz, and in the text Chinese Immigrants and the California Gold Rush by Cindy Crigg, the characters in these stories all leave their home in search of gold, hoping their expectations are the same as their experiences.

Gold miners rushed out of their homes to stake a claim out in California. Many miners felt determined. For example, in the song Oh California it states "And when I see the lumps of gold I'll pick them off the ground." Miners also felt hopeful to find gold. In the text Chinese Immigrants and the California Gold Rush

in States, most of them hoped to find great wealth and return to China. Before arriving to California, miners thought their job would be easy, just like ripping tissue paper. But when the miners arrived, they have very different experiences than they expect.

Most miners' experiences did not match their expectations at all. Many miners thought it would be easy, but it turned out that they were sick, anxious, regretful, disappointed, unsafe, and treated unfairly. In the story Rose's Gold by Joyce Goldenstern, it states "Wandering from ghost town to ghost town looking for small pockets of gold in land claims that people have given up on and left." Wandering from ghost town to ghost town shows how anxious people really were to think of how terrible it would be to have "gold fever" as bad as that! People also felt sick. For example, in the song Oh California it states "The sun so hot I froze to death." Some miners traveling died from their condition. After the second or third day, the miners knew that mining for gold in California would not be easy.

In conclusion, experiences were very different than their expectations. Expectations were happy, joyful, rich, hopeful, all really good things. But the experiences were sick, disappointed, unsafe, anxious, all really bad things. To be a miner in this condition it would be depressing and very difficult.

What does the future hold?

- Further piloting and evaluation of planned integrated units
- Revision and refinement of initial integrated units
- Creation of new integrated units at each grade level
- Increased inclusion of additional curricular areas such as math, art, music, and/or science/social studies in integrated units