

Title: **History’s Mysteries Narrative**

Subject: Social Studies, ELA

Topic: Fort Frederica

Grade: K-12

School:

<b>Wiregrass History Consortium Unit Plan</b>			
<b>GPS Standard:</b>	<b>See Attachment</b>		
<b>Concept:</b>	ELA: Reading, Writing, Speaking and Viewing Social Studies: Conflict and Change, Culture, Technological Innovations, Location, Individuals, Groups and Institutions, Movement and Migration		
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	How can history’s mysteries be solved through the analysis of primary and secondary resources? <ul style="list-style-type: none"> <li>• How successful were the residents of Fort Frederica in achieving their collective goals for the fort?</li> <li>• How could they have done things differently to be more successful?</li> <li>• How is the narrative an effective tool for solving history’s mysteries?</li> </ul>		
<b>Elements (What you want the students to understand.)</b>	Students should understand the elements needed in constructing a narrative. Students should analyze and assess research related to Fort Frederica. Students should be able to analyze the work of other students and recognize elements of the narrative and determine the characters of Fort Frederica.		
<b>Launch Activity (Hook)</b>	<ol style="list-style-type: none"> <li>1. To introduce the lesson, inform the students that they have been given the task of investigating the mysteries of Fort Frederica. As investigators, they will use a variety of primary and secondary sources to draw conclusions as to how possible solutions for these mysteries. Use the attached Word Splash to set the tone for the lesson and to explain the difference and significance in using primary and secondary resources.</li> <li>2. Use a KWL chart for prior knowledge and questions regarding Fort Frederica and/or the writing process. See attachment for KWL template to adjust to suit your own needs. You will need to revisit the KWL chart following the visit to Fort Frederica or classroom lesson on Fort Frederica to summarize and assess student learning</li> </ol>		
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	James Oglethorpe Mary Musgrove Creek Indians Scottish Highlanders Charles Wesley John Wesley	Tabby Fort Frederica Narrative Main Character	<b>Skills</b> Reading Writing Listening Viewing Analysis Synthesis
<b>Teaching Strategies:</b>			
<ol style="list-style-type: none"> <li>1. Following lesson introduction, teacher will explain to the students that as investigators of these mysteries they will write a narrative describing what happened to certain characters associated with Fort Frederica. Introduce the characters to the students. (see above)</li> <li>2. Divide the students into collaborative groups of 3-4. Assign each one a character/mystery to solve. Group assignments include: James Oglethorpe, Mary Musgrove, Creek Indians, Scottish Highlander, Charles and John Wesley, British Soldier, Spanish Soldier, Age Appropriate Female. Age Appropriate Male, Craftsman, etc. Assigning groups allows the teacher the opportunity to differentiate without pointing out levels at which groups are assigned.</li> </ol>			

3. Explain to the students that each student will have a specific job within their group.
  - a. Investigators/Researchers – all members of group will participate in this activity.
  - b. Photographer – If the class visits Fort Frederica, one member can be responsible for taking photographs for the group. If class is not visiting Fort Frederica, the photographer can be responsible for researching and collecting appropriate photos online to compliment their narrative.
  - c. Writer(s) – 1-2 students will be assigned the responsibility of compiling the research and writing the narrative to be reviewed by the editors.
  - d. Editor(s) – 1-2 students will be assigned the responsibility of editing the narrative before the narrative is turned in for a grade and presented to the class
4. Students will be given a story pyramid or story worm (both can be found in the Learning Focus Workbook). If visiting Fort Frederica, story pyramid will be completed on site. If not, story pyramid will be completed as part of research in class. (See attachment for Story Pyramid and Story Worm)
5. Teacher will explain writing process and requirements for narrative. Use age appropriate GPS ELA standards to determine requirements for writing component. Give students appropriate time to conduct research and write story. Time should be determined according to age/grade of students.
6. Editors of groups should be given time to edit and finalize narratives for presenting to the class.
7. As a summarizing strategy for the groups, have them complete a Learning Log for the duration of the lesson. Use prompts such as: Today I learned...; What would you do differently next time? ; I've been thinking about...; The best part of my work today is ...; Something new I learned today is...; I would like to find the answer ...
8. To conclude the assignment, have students conduct a Mystery Walk/Learn where the students will post their narratives around the classroom. Students are then given post-it notes to ask questions of each group. Each group will be given an opportunity to answer these questions.
9. The teacher should give students their original KWL Chart and have them complete the last column of what they learned or still need to learn. The teacher should conduct a large group discussion to address any questions, comments and concerns.
10. Students could be given a "Who Am I? Assessment.
11. For extending and refining activity, student stories could be compiled and published into a book for the class.

**Assessment Evidence: What evidence will show that students met the learning goal?**

**Student Narratives**

**Traditional Assessment (Quizzes, Test, Selected Responses)**

**Who Am I? Quiz/Test**

**Portfolio Assessment:**

**Students stories could be compiled and published into book for the class.**

**Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)**

Rubric for Narratives should be built according to appropriate GPS Standards related to age/grade of student.

**Student Self-Assessment:**

**Student Learning Logs**

**Differentiation Associated with this unit**

Group Assignments provide an opportunity for differentiation. Characters such as Mary Musgrove and James Oglethorpe provide more direct information for students who need help in researching topic. In addition, student selection of groups also allow for providing for differentiation.

**Resources and instructional tools:**

- **KWL Chart**
- **Story Pyramid or Story Worm**
- **Student Learning Logs**
- **Disposable Cameras for trip to Fort Frederica**

- **Post-It Notes**

- **Online Resources:**

- <http://www.nps.gov/fofr/planyourvisit/upload/briefhistory.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/musgrove.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/charleswesley.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/tabby.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/moore.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/johnwesley.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/kitchengarden.pdf>
- <http://www.nps.gov/fofr/planyourvisit/upload/armies.pdf>
- <http://www.nps.gov/fofr/historyculture/stories.htm>
- <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/31frederica/31getting.htm>
- <http://www.nps.gov/history/nr/twhp/PHOTOANA.HTM>
- [http://www.bgivb.com/docs/Teacher\\_Guide.pdf](http://www.bgivb.com/docs/Teacher_Guide.pdf)
- <http://www.nps.gov/fofr/forteachers/otherresources.htm>