

Teacher: Felectia Johnson	
Title: Ludlow Massacre	Subject: History
Topics: Unions in the United States	Grade: 5 th
Lesson Duration: 45 minutes	School: Irving Elem
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	
National Standards for History Era: Link	<p>Era 6</p> <p>Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p>Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes</p>
Standard(s): <i>State, Local or National</i>	<p>History</p> <p>STANDARD 3: Students understand that societies are diverse and have changed over time. describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere; describing historical events and individuals in the economic development of the United States.</p> <p>STANDARD 2: Students write and speak for a variety of purposes and audiences. plan, draft, revise, proofread, and edit written communications;</p> <p>STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Use correct sentence structure in writing; and demonstrate correct punctuation, capitalization, and spelling. Nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;</p> <p>STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. making predictions, drawing conclusions, and analyzing what they read, hear, and view</p>
Themes/Concept:	Students will learn about the Ludlow Massacre that took place only approximately seventy miles south of Pueblo.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<p>Students will learn about a national historical event that happened in Colorado that is now a Historical Monument.</p> <p>1 Locate Ludlow Colorado is located?</p>

	<p>2 Who can tell me in their own words what a massacre is/was?</p> <p>3 Why would another group of people want to massacre another group of people?</p> <p>4 What is a Coal Miner?</p> <p>5 Migration/immigrated</p> <p>6 Immigrants</p>			
Elements (<i>What you want the students to understand</i>)	Students to know and understand that the massacre that happened at Ludlow were people that were fighting for what they needed to be able to survive, dignity, better working conditions, better wages.			
Launch Activity (Hook)	<p>Teacher will bring in pieces of Coal, Pick, Shovel, Miners Helmet, Lantern, and dress in bib overhauls. Also music from union organization era.</p> <p>Activity: Students will watch video on the Ludlow Massacre and take two column notes</p> <p>http://www.youtube.com/watch?v=xp2BK7pKJOI 10 minutes for video, and 30 minutes for group work.</p>			
Knowledge & Skills (<i>People, Places, times and vocabulary-what the student should be able to do. What skills will they use?</i>)	<table border="1"> <tr> <td><u>Vocabulary</u> Vocabulary Ludlow Massacre Migration Immigrated Immigrants Coal Pick Shovel Helmet Lantern</td> <td></td> <td><u>Skills</u></td> </tr> </table>	<u>Vocabulary</u> Vocabulary Ludlow Massacre Migration Immigrated Immigrants Coal Pick Shovel Helmet Lantern		<u>Skills</u>
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Lesson Methodology (<i>How will you conduct the lesson; activities...?</i>)				
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>				
Student will watch a video about the Ludlow Massacre, take two column notes and then write a summary from the video.				
Traditional Assessment:				
Teacher checks for understanding with HOT (higher order thinking) questions when having whole group discussion.				
<u>Reteach:</u> Show Ludlow video from youtube again and then have students answer two questions that				

are HOT questions (example questions that a student would find on a DBQ).
Portfolio Assessment
Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)
Student Self-Assessment
Differentiation Associated with this unit
Students will be grouped in Kagan for group activity (high, medium, medium low, low). Students will use their two column notes and write a well developed paragraph as a group about Ludlow. Extended activity History of Unions for GT. For ESS students on the re-teach they will have a shorter question taken from the HOT questions
Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>) http://www.youtube.com/watch?v=xp2BK7pKJOI , Field trip to the Bessmer Historical Society Museum, Guest speaker from the Walsenburg Mining Museum