

Concept-Oriented Reading Instruction



CORI-Unit Keltsey Wilkes

This document includes 30-50 books to be used, & lesson outlines for 6 weeks.

Step 1: Identify a content concept

1. Look at your core curriculum.
2. What are the major topics you are required to cover this year?
 - Understand the interrelationships between the physical geography of Utah and human cultural development
 - Understand how Utah's history has been shaped by many diverse people, events, and ideas.
 - Utah's Government
3. Are there broader concepts that will cover several weeks on these topics?
Brainstorm 2 or 3 concepts that might work:

<p>Concept: Utah</p> <p>Topics: Geography</p> <ol style="list-style-type: none"> 1. Classify major physical geographic attributes of Utah. 2. Longitude/latitude, hemisphere, climate, natural resources, landforms, and regions 3. Explain how habitats have an effect on humans and animals. Who belongs where? 4. Forces at work creating the physical geography of Utah 	<p>Concept: Utah</p> <p>Topics: Surviving in Utah</p> <ol style="list-style-type: none"> 1. How the physical geography affects human life in Utah. 2. Discover why Pioneers moved to Utah and what their impact was and explore cultures native to Utah like the Native Americans. 3. Natural Disasters in Utah 4. Describe common plants and animals found in Utah. 	<p>Concept: Utah</p> <p>Topics: Humans change the physical environment of Utah. How and Why?</p> <ol style="list-style-type: none"> 1. Identify reservoirs, irrigation, climate, transportation systems, and cities. 2. Transcontinental Railroad 3. Explain viewpoints regarding environmental issues. 4. Discuss species protection, land use, pollution controls, mass transit, water rights, trust lands, etc.
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5. My content concept is: The Relationship between the physical geography in Utah and human life.

Hint: Content concepts are broad and should cover several weeks. For example, the concept of weather combines the topics of water cycle, temperature, seasons, and cloud formations.

Step 2: Write five sub-topics or “big ideas” that support your concept

Your chosen concept: Students will understand the relationship between the physical geography in Utah and human life.

Sub-topic/Idea 1: Physical Geography

Sub-topic/Idea 2: Surviving in Utah

Sub-topic/Idea 3: Natural Disasters

Sub-topic/Idea 4: People of Utah

Sub-topic/Idea 5: Changing the physical environment

Sub-topic/Idea 6: Habitats: Plants and Animals

Sources for main ideas or sub-topics:

- Core curriculum guide
- Textbooks or resource books related to your concept
- State or national standards in science, history, English, etc.
- Websites related to content (e.g., NOAA for weather content)
- Informational books on the topic(s) and concept.

Step 3: Choose informational books about your concept

1. Write a list of 8—10 informational books related to the content concept. List the topics these books might be related to.

- Latitude and Longitude by Rebecca Aberg
- Utah Atlas: Geography and History by Cliff B. Craig and M. Elijah Carr
- Utah by P.J. Neri
- The Railroad builders (Quest for America), by Jack McCorkle
- The Transcontinental Railroad: Tracks Across America, by Jill Fine
- Building the Transcontinental Railroad (Seeds of Change in American History), by Monica Halpern & David V
- The Transcontinental Railroad: Using Proportions to Solve Problems, by Therese Shea
- Natural Disasters by Claire Watts
- Utah: Rookie Read-About Geography by Trudi Strain Trueit
- Utah: Explore the United States by Sarah Tieck
- Utah Place Names: A Geographic Guide to the Origins of Geographic Names, a Compilation by John Van Cott
- A is for Arches: A Utah Alphabet by Becky Hall
- Great Salt Lake by Mary Schulte
- Pioneers of the Frontier by Charles W. Sundling
- The Navajo by Patricia Cronin Marcello

- The Utes by Allison Lassieur
- The Navajo Nation by Sandra M. Pasqua
- Tribes of Native America edited by Marla Felkins Ryan and Linda Schmittroth
- The Navajo Indians by Leigh Hope Wood
- The Navajo by Susan Stan
- Utah: This is Our Land by Ann Heinrichs
- Utah: Land of Liberty by Kathleen W. Deady
- Utah: America the Beautiful by Deborah Kent
- Utah: Celebrate the States by Rebecca Steffoff
- Full Steam Ahead: The Race to Build a Transcontinental Railroad by Rhonda Blumberg
- Utah by National Geographic
- Last Unspotted Place: Exploring Utah's Logan Canyon by Michael S. Sweeny (National Geographic)
- Rocky Mountain Wildlife by Smith-Southwestern Inc.
- Creatures of the Desert World by National Geographic
- America's Deserts: A Guide to Plants and Animals by Marianne D. Wallace
- 100 Questions about Desert Life by Alice Jablonsky
- Emergency Food Storage and Survival Handbook by Peggy Layton
- Utah Tornado by Amanda Levin
- Natural Disasters by Patrick Leon Abbott
- Natural Disasters by Robert Smith

2. Preview the books on the list.

3. Choose one or two books that embrace the content concept that could be used as **class sets**.

Class set 1: Utah: Celebrate the States by Rebecca Steffoff

Class set 2: Utah by National Geographic

4. Designate books to be used as **team sets** by text difficulty.

On grade level: Utah Atlas: Geography and History, The Railroad builders (Quest for America), The Transcontinental Railroad: Tracks Across America, Natural Disasters, Utah Place Names: A Geographic Guide to the Origins of Geographic Names, The Navajo, The Utes, The Navajo Nation, Tribes of Native America, The Navajo Indians, The Navajo, Utah: Celebrate the States, Utah by National Geographic, Creatures of the Desert World, America's Deserts: A Guide to Plants and Animals, Natural Disasters by Patrick Leon Abbott,

Above grade level: Utah by P.J. Neri, Building the Transcontinental Railroad (Seeds of Change in American History), The Transcontinental Railroad: Using Proportions to Solve Problems, Utah: Explore the United States, Utah: This is Our Land, Utah: America the Beautiful, Full Steam Ahead: The Race to Build a Transcontinental Railroad, Emergency Food Storage and Survival Handbook, Utah Tornado, Natural Disasters by Robert Smith

Below grade level: Latitude and Longitude, Utah: Rookie Read-About Geography, A is for Arches: A Utah Alphabet, Great Salt Lake, Rocky Mountain Wildlife, 100 Questions about Desert Life.

Hint: Consider the following sources for gaining books for your classroom: Principal, Reading Specialist, Media Specialist, Special Educator, ELL Specialist, teacher in lower/upper grades, another teacher at your school, AEA or district, teachers at other schools, samples from trade book publishers, grants, book club points.

Step 4: Choose books from other genres

1. What other genres of books would you like to include?
Picture, Narrative, Fiction, Children's
2. Write a list of 6—8 books from other genres that complement the informational books.
 - Lost in the Devil's Desert by Gloria Skurzynski

- Cracking Up: A Story about Erosion by Jacqui Bailey and Stacey Previn
- The Lorax by Dr. Seuss
- Ten Mile Day: And the Building of the Transcontinental Railroad by Mary Ann Fraser
- Dragon's Gate by Laurence Yep
- Coolies by Yin
- Grandma Maxine Remembers: A Native American Family Story by Ann Morris
- I Walked to Zion: True Stories of Young Pioneers on the Mormon Trail by Susan Arrington Madsen
- Pioneer Bear by Joan Sandin
- Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins and Paula Conner
- Papa and the Pioneer Quilt by Jean Van Leeuwen and Rebecca Bond
- Kindle Me a Riddle: A Pioneer Story by Roberta Karim and Bethanne Andersen
- Pioneer Girl: Growing Up on the Prairie by Andrea Warren
- Animal Tracks of the Rocky Mountains by Chris Stall
- Guess Who's in the Desert by Charline Profiri and Susan Swan
- Spirit of Survival, Utah Floods 1983 by The Salt Lake Tribune (Dec. 1983)
- Good Night Utah by Adam Gamble

3. Choose one or two books that embrace the content concept that could be used as **class sets**.

Class set(s): Lost in the Devil's Desert by Gloria Skurzynski

4. Designate books to be used as **team sets** by text difficulty.

On grade level: Cracking Up: A Story about Erosion, Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists, Coolies.

Above grade level: Spirit of Survival, Utah Floods 1983, I Walked to Zion, Dragon's Gate, Lost in the Devil's Desert, Ten Mile Day.

Below grade level: Good Night Utah, Guess Who's in the Desert, Papa and the Pioneer, Pioneer Bear, Grandma Maxine Remembers, The Lorax, Animal Tracks of the Rocky Mountains, Kindle Me a Riddle: A Pioneer Story

5. Identify how the books you have chosen could be used within this concept (e.g., vocabulary development, fluency, independent reading, research, etc.)

Many of the books we have collected can be used for vocabulary development, fluency, independent reading, and research. For example, Cracking Up: A Story about Erosion can be used for vocabulary development as well as research. Papa and the Pioneer, Pioneer Bear, Grandma Maxine Remembers, The Lorax, and Animal Tracks of the Rocky Mountains can easily be used as independent reading material because these texts are below grade level, and offer students a chance to dive deeper into areas of their own interest within the unit.

Use the table below to organize your book choices from steps 3 and 4.

Step 5: Organize Your Book Choices for Instruction

Teacher books for whole class strategy instruction and/or modeling	
I do it.	
Class Books used for guided reading	Books for ELL, TAG, struggling students
We do it.	We do it.

Books for Independent Reading and/or Research	
You do it!	

Step 6: Build a concept map

1. What is your content concept? Utah's Geography and Development (Step 1)
2. List the sub-topics or ideas that support your concept on the left side below. (Step 2)
3. List the books you have chosen on the right side below. (Steps 3 and 4)
4. Match sub-topics and books by drawing lines from each sub-topic to the books that provide text support for the sub-topics/ideas.

Sub-topics/Ideas

- Physical Geography Changing Over Time

Books

Latitude and Longitude(Rebecca Aberg)
 Utah Atlas: Geography and History(Craig & Carr)
 Utah (P.J. Neri)
 Utah: Rookie Read-About Geography(Rrudy Strain Trueit)
 Utah Wild lands: Utah Geographic Series(Stewart W. Aitchison)
 Utah: Explore the United States(Sarah Tieck)
 Utah Place Names: A Geographic Guide to the Origins of Geographic Names, A Compilation(John Van Cott)
 A is for Arches: A Utah Alphabet(Becky Hall)
 Great Salt Lake(Mary Shulte)

- Utah: Land of Liberty(Kathleen W. Deady)
 - Utah: This is Our Land(Ann Heinrichs)
 - Utah: America the Beautiful(Deborah Kent)
 - Utah: Celebrate the States(Rebecca Steffoff)
 - Last Unspotted Place: Exploring Utah’s Logan Canyon(Michael S. Sweeney)
 - 100 Questions about Desert Life(Alice Jablonsky)
 - Good Night Utah(Adam Gamble)

- Physical Geography and Human Life
 - Lost in the Devil’s Desert(Gloria Skurzynski)
 - Emergency Food Storage and Survival Handbook(Peggy Layton)
 - Animal Tracks of the Rocky Mountains(Chris Stall)
 - Rocky Mountain Wildlife(Smith-Southwestern Inc.)
 - Creatures of the Desert World(National Geographic)
 - America’s Deserts: A Guide to Plants and Animals(Marianna D. Wallace)
 - Guess Who’s in the Desert(Charline Profiri, Susan Swan)

- Pioneers
 - Pioneers of the Frontier(Charles W. Sundling)
 - I Walked to Zion: True Stories of Young Pioneers on the Mormon Trail(Susan Arrington)
 - Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists(Jeannine Atkins, Paula Conner)
 - Papa and the Pioneer Quilt(Jean Van Leeuwen, Rebecca Bond)
 - Kindle Me A Riddle: A Pioneer Story(Roberta Karim, Bethanne Andersen)
 - Pioneer Bear(Joan Sandin)

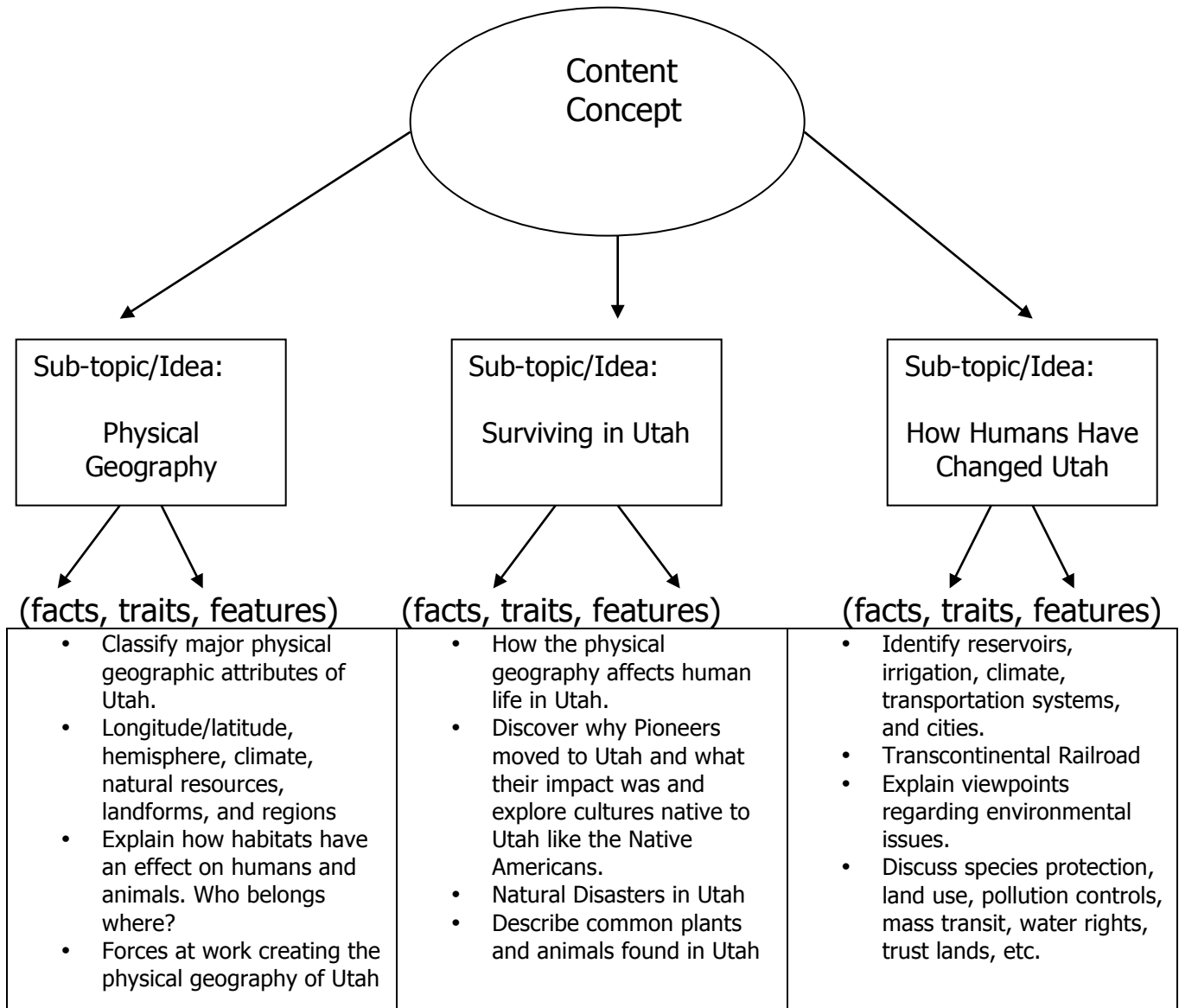
- Natural Disasters
 - Cracking Up: A Story about Erosion(Jacqui Bailey Stacy Previn)
 - Natural Disasters(Claire Watts)
 - National Geographic Utah(National Geographic Society)
 - Utah Tornado(Amanda Levin)
 - Natural Disasters(Patrick Leon Abbott)
 - Spirit of Survival: Utah Floods(Salt Lake Tribune Dec. 1983)

- Native Americans
 - Grandma Maxine Remembers: A Native American Family Story(Ann Morris)
 - The Navajo(Patricia Cronin Marcello)
 - The Utes(Allison Lassieur)
 - The Navajo Nation(Sandra M. Pasqua)
 - Tribes of Native America(Marla Felkins Ryan, Linda Schmittroth)
 - The Navajo Indians(Leigh Hope Wood)
 - The Navajo(Susan Stan)

- Immigration and Transportation
 - The Lorax(Dr. Seuss)
 - The Great Railroad Race: The Diary of Libby West(Kristiana Gregory)
 - You Wouldn’t Want to Work on the Railroad: A Track You’ Rather Not Go Down(David Salariva, Ian Graham)
 - The Railroad Builders: Quest for America(Jack McCorkle)
 - The Transcontinental Railroad: Tracks Across America(Jill Fine)
 - Ten Mile Day: And the Building of the Transcontinental Railroad(Mary Ann Fraser)
 - Building the Transcontinental Railroad: Seeds of Change in American History(Monica Halpern, David V. Newble)
 - The Transcontinental Railroad: Using Proportions to Solve Problems(Therse Shea)
 - The Railroad(Bobbie Kalman)
 - Dragon’s Gate(Laurence Yep)
 - Coolies(Yin)
 - Full Steam Ahead: The Race to Build a Transcontinental Railroad(Rhonda Blumberg.

5. Using the table above, add or subtract sub-topics or books to align the concepts of your sub-topics with books that support them.

6. Build a concept map to illustrate the topics/sub-topics of your concept. Use the map below or build your own.



Hint: Building a conceptual map for your content concept theme enables you to develop a specific body of understanding about your concept and sub-topics prior to implementation. With a map, you can see how related topics/sub-topics and ideas fit into the overall concept. Successful planning and implementation of CORI requires a solid understanding of the content knowledge for your unit.

Step 7: Write weekly Essential Questions

Now that you have a map of how your content topics, sub-topics, and ideas fit together, you can now *sequence* how you will teach content to your students.

Write an Essential Question for each week (or weeks) as needed. Keep in mind that your *DAILY* content objectives will be derived from these essential questions.

Week: Essential Question:

1 What are the major physical geographic attributes of Utah?

2 How does the physical geography affect human life?

3 What is the relationship between the population and physical geography in Utah?

4 How do human actions modify the physical environment?

5 How have humans changed the physical environment of Utah to meet their needs?

6 How do habitats have an effect on humans and animals?

Step 8: Write clear, daily content objectives

1. Think about how students will be able to answer essential questions. At the end of the instructional unit, what do you want students to be able to do with the content?

Use the formula below to write content objectives. You will have content for each day, but they need not be different ones for each day. You may have the same content objectives for several days.

SWBAT =	learning behavior	+ content +	strategy	+	condition(s)
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Content Objectives

1. Week One: Students will learn about the physical geography of Utah and how it has changed over time.

Day 1: SWBAT classify major physical geographic attributes of Utah by doing a graphic organizer as a class.

Day 2: SWBAT identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools in pairs.

Day 3: SWBAT identify, locate, and compare the major landform regions of Utah as they existed at the time of Lake Bonneville and their significance for the present day by researching online in pairs.

2. Week Two: Students will understand the relationship between the physical geography in Utah and Human Life

Day 1: SWBAT analyze how geography affects human life in Utah by reading *Lost in the Devil's Desert* as a class and then creating their own story about how they would survive lost in Utah individually.

Day 2: SWBAT discover similarities and differences in the lifestyles and geography of Utah and another culture of various peoples by using a Venn diagram in small groups.

Day 3: SWBAT identify where the high and low population centers in Utah are located. Students will be able to give plausible effects of geography on where the people in Utah live by researching population concentrations (like the census) through a compare/contrast chart in pairs.

3. Week Three: Pioneers

Day 1: SWBAT classify the distribution and use of natural resources by reading about the Pioneers and early settlers and their population concentrations individually.

Day 2: Students will learn about their own heritage by filling in an outline and then creating a poster individually.

Day 3: SWBAT chart the routes that diverse pioneer groups took from their places of origin to Utah, using maps and other resources in small groups.

4. Week Four: Natural Disasters

Day 1: SWBAT examine the interactions between physical geography and public health and safety by researching about natural disasters in Utah in small groups.

Day 2: SWBAT explain how archaeology informs about the past by presenting the information they found through written letters as someone from the past.

Day 3: SWBAT identify Natural Disasters native to Utah by using a graphic organizer from informational books individually.

5. Week: Five Native Americans

Day 1: SWBAT make inferences about the relationships between the geography of Utah and the way Native Americans lived in Utah through writing characteristics from their readings in pairs.

Day 2: SWBAT connect the artistry and innovation of Utah's five tribes to their history and culture by filling out a fact sheet for each tribe individually.

Day 3: SWBAT describe the historical and current impact of various cultural groups in Utah by presenting in small groups about one of Utah's five tribes cultures (both past and present) they learned about.

6. Week Six: Immigration and Transportation

Day 1: SWBAT understand what immigration is and why people immigrated to the United States and Utah by experiencing being an immigrant through an authentic experience as a whole group.

Day 2: SWBAT understand what brought the immigrants to Utah and how they got here by reading about the transcontinental railroad as a whole class.

Day 3: SWBAT assess the need for a transcontinental railroad in Utah using a variety of maps and reading about western development as a whole group.

Step 9: Choose important vocabulary and reading strategy sequence

1. Think about your content concept. List key vocabulary words that will be necessary for your students to define and use correctly to gain conceptual knowledge of the concept.

- natural resources, landforms, regions, erosion, seismic activity, tourism, communication, transportation, archaeology, artifacts, excavations, immigrant, supply, demand, producer, economy, consumer, technology.

2. Review your students' reading needs and competencies. List three for each:

Needs

- Identify How to Research Information
- Graph Data
- Summarize and Present Research

Competencies

- Read Informational Books
- Real-World Application
- Write Information

2. Choose 3—5 specific reading comprehension strategies (See CORI List of strategies) to implement in your unit. Some of these may change from one unit to the next as students progress and build competence.

1. Activating Background Knowledge:

Students will activate their background knowledge of Utah during a classroom discussion of personal experiences and current knowledge of Utah. This

strategy helps students to identify what they already know about a topic so they can expand from that knowledge.

2. Questioning:

Students will engage in this strategy when the class reviews text, when comprehension questions are asked, and when reading/researching for themselves. Through this strategy, students will be able to explore different ways of thinking while gaining a better understanding of the topic.

3. Real World Relevance

Students will learn to relate the information they learn through their own real world experiences when they participate authentic tasks about Utah's geography and culture. This strategy helps students to identify the importance of Utah's history, how our society survives today, and how the past impacts them now.

4. Search and Retrieve

Students will participate in this strategy through a number of activities where they are required to retrieve information by searching. They will be able to fill out charts and graphic organizers through this strategy and be able to practice the skill of research in a way that will help them to prepare for future subjects and reports. This is an important life skill to learn.

Hint: Reading and vocabulary focus address students' needs, competencies, and curriculum requirements. Consider sources such as school records, informal reading inventories, reading scales, running records, classroom observations, and portfolios to assess students' needs and competencies.

Step 10: Choose ways to motivate and engage students

1. Brainstorm ways to provide support for each of the motivational principles. Write three specific activities for each motivational principle.

Interesting Texts	(required, see steps 3 and 4 above) <ul style="list-style-type: none"> Latitude and Longitude by Rebecca Aberg
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- The Transcontinental Railroad: Tracks Across America, by Jill Fine
- Building the Transcontinental Railroad (Seeds of Change in American History), by Monica Halpern & David V
- The Transcontinental Railroad: Using Proportions to Solve Problems, by Therese Shea
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- Utah: Rookie Read-About Geography by Trudi Strain Trueit
- Utah: Explore the United States by Sarah Tieck
- Utah Place Names: A Geographic Guide to the Origins of Geographic Names, a Compilation by John Van Cott
- A is for Arches: A Utah Alphabet by Becky Hall
- Great Salt Lake by Mary Schulte
- Pioneers of the Frontier by Charles W. Sundling
- The Navajo by Patricia Cronin Marcello
- The Utes by Allison Lassieur
- The Navajo Nation by Sandra M. Pasqua
- Tribes of Native America edited by Marla Felkins Ryan and Linda Schmittroth
- The Navajo Indians by Leigh Hope Wood
- The Navajo by Susan Stan
- Utah: This is Our Land by Ann Heinrichs
- Utah: Land of Liberty by Kathleen W. Deady
- Utah: America the Beautiful by Deborah Kent
- Utah: Celebrate the States by Rebecca Steffoff
- Full Steam Ahead: The Race to Build a

Transcontinental Railroad by Rhonda Blumberg

- Utah by National Geographic
- Last Unspotted Place: Exploring Utah's Logan Canyon by Michael S. Sweeny (National Geographic)
- Rocky Mountain Wildlife by Smith-Southwestern Inc.
- Creatures of the Desert World by National Geographic
- America's Deserts: A Guide to Plants and Animals by Marianne D. Wallace
- 100 Questions about Desert Life by Alice Jablonsky
- Emergency Food Storage and Survival Handbook by Peggy Layton
- Utah Tornado by Amanda Levin
- Natural Disasters by Patrick Leon Abbott
- Natural Disasters by Robert Smith
- Lost in the Devil's Desert by Gloria Skurzynski
- Cracking Up: A Story about Erosion by Jacqui Bailey and Stacey Previn
- The Lorax by Dr. Seuss
- Ten Mile Day: And the Building of the Transcontinental Railroad by Mary Ann Fraser
- Dragon's Gate by Laurence Yep
- Coolies by Yin
- Grandma Maxine Remembers: A Native American Family Story by Ann Morris
- I Walked to Zion: True Stories of Young Pioneers on the Mormon Trail by Susan Arrington Madsen
- Pioneer Bear by Joan Sandin
- Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins and Paula Conner
- Papa and the Pioneer Quilt by Jean Van Leeuwen and Rebecca Bond
- Kindle Me a Riddle: A Pioneer Story by Roberta Karim and Bethanne Andersen
- Pioneer Girl: Growing Up on the Prairie by Andrea Warren

	<ul style="list-style-type: none"> • Animal Tracks of the Rocky Mountains by Chris Stall • Guess Who's in the Desert by Charline Profiri and Susan Swan • Spirit of Survival, Utah Floods 1983 by The Salt Lake Tribune (Dec. 1983) • Good Night Utah by Adam Gamble
<p>Real-World Experience (hands-on activities, role plays, connecting reading to background knowledge, connecting reading to the real world)</p>	<p>1. Students will make their own geographic map of Utah using graham crackers and colored frosting.</p>
	<p>2. Students will compose music and create cultural art indigenous to Native Americans tribes they have learned about.</p>
	<p>3. Students will participate in a role play about immigration and being and immigrant.</p>
<p>Choice (forming own questions, selecting text, pursuing interests)</p>	<p>1. Students will choose one of Utah's National Parks/Landforms to research and write about.</p>
	<p>2. Students will choose which Utah Native American Tribe their group wants to research and present about.</p>
	<p>3. Students will complete a comprehension constructor by listing</p>

	questions they have about a topic.
<p style="text-align: center;">Collaboration (reading in pairs or groups, exchanging ideas with peers, sharing knowledge)</p>	1. Students will search and retrieve information about topics in pairs.
	2. Students will present information about a topic as a small group.
	3. Students will listen and discuss as a whole group.
<p style="text-align: center;">Conceptual Knowledge (relating topics and sub-topics to each other, connecting reading to concepts)</p>	1. Students will make inferences as to how geography affects human life.
	2. Students will complete a graphic organizer on how they feel Natural Disasters in Utah differ from the rest of the nation.
	3. Students will make a web of the importance of transportation and immigration.
<p style="text-align: center;">Competence (sharing success in reading, peer encouragement, using strategies to read well, recognize achievement in reading comprehension)</p>	1. Students will practice using text features to find topic information as they research interesting texts.
	2. Students will pair up and give one another only positive feedback on their peer's written assignments.
	3. Using a rubric, students will rate their own group projects and understanding of the unit.

2. When will students do these activities? Write down the week each of these activities will happen.

Step 11: Develop a culminating activity

Brainstorm 1 or 2 activities for students to complete at the end of the unit that will demonstrate their learning of the ideas in the concept map (Step 5).

Questions to prompt thinking:	Activity #1	Activity #2
What type of project would work best? (poster, book, presentation, model, etc.)	Salt Dough Geographical Map of Utah	Role Play
What are specific components of the project?	Students will create a geographica map of Utah including various features/attributes (mountains, plateaus, rivers, lakes, landforms).	Student will experience being an immigrant through a role play. Each student will be assigned a name and story of a person who immigrated to Utah.
How will students be grouped?	This will be done individually.	They will be able to research their assigned person and tell their story through a role play.
What length of time is needed?	Four thirty minute sessions.	With research and preparation time included, students will get 6 half an hour sessions, plus outside of school time.
How will students communicate their knowledge to others?	Students will communicate their knowledge to others by displaying their versions	Students will

<p>Additional ideas:</p>	<p>of Utah.</p> <p>Could be after a fun project making a map of utah with graham crackers and icing.</p>	<p>communicate their knoweldge through a world fair. Peopel will come to their booth and talk to them.</p> <p>Parents, families, and other classes will be invited.</p>
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