



Literacy Design  
Collaborative

# Boom or Bust? Economic Factors Impacting Decisions During the Gold Rush of 1849

★ TASK ★ LADDER

by Linda L. Crocker

In this module, the Gold Rush time period in American History will be analyzed through the lens of the economic concepts of choice, opportunity cost, and positive and negative incentives.

GRADES

4

DISCIPLINE

 **Social  
Studies**

COURSE

 **Integrated  
Studies in  
the  
Elementary  
Classroom**

PACING

 **N/A**

# Section 1: What Task?

## Teaching Task

### Task Template 4-5.14 - Informational or Explanatory

After reading *The Impact of Gold*, and a variety of informational text/s, write a news article for a local mining community newspaper in which you explain the factors influencing economic decisions faced by the nineteenth century miners. Support your response with evidence from the text/s.

## Standards

### ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

#### L.4.6

Focus

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### RI.4.3

Focus

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### RI.4.9

Focus

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### W.4.9

Focus

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### W.4.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### ***Colorado Academic Standards for Social Studies***

#### 3.2.b.

Focus

Analyze different choices and their opportunity costs

#### 3.1.a.

Focus

Define positive and negative economic incentives

### ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards***

#### D2.Eco.2.3-5

Focus

Identify positive and negative incentives that influence the decisions people make.

## ***Texts***

-  **Anchor Text - Impact of Gold**
-  **Gold Rush Life.pdf**
-  **Life of a Forty Niner**
-  **Gold Fever**
-  **The Mining Boom**
-  **California Gold Rush (Lexile 660)**
-  **Read Aloud during Module - Hard Gold by Avi**
-  **ECONOMIC INCENTIVES IN OUR COMMUNITY.docx**

## Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Introduces the topic and an unclear main idea.	Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.	Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.
<b>Use of Sources</b>	Includes <b>few</b> relevant details from sources.	<b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.
<b>Development</b>	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop the main idea</b> .	<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
<b>Organization</b>	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, <b>with a clear beginning, middle and end</b> . <b>Uses transitions (e.g., another, for example, also, because) to connect information</b> .	Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
<b>Conventions</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing. Uses language and domain-specific vocabulary <b>with minor errors</b> .	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

In this study, you will learn about the economic concepts that affect how you make a decision. These concepts include choice, opportunity cost, and positive and negative incentives. After learning about these concepts, and applying them to decisions you may face or have faced in your lifetime, you will apply these principles to a historical time period that we will study, the Gold Rush. You will examine some nonfiction texts that give information about this time period and then analyze how economic factors might have impacted the decisions that were made by the people that lived during this significant period in history.

## ***Extension***

Students could use a computer program to create an actual newspaper including images etc. Teacher could display these newspapers as evidence for their learning during this unit.

Students could research and write additional articles for the newspaper based on their interests developed during the unit.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING>DEVELOPING HISTORICAL CONTEXT:** Ability to develop schema about a historical event to provide context for analysis of text.

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING > CLOSE READING/ANNOTATION:** Ability to read and annotate text to determine and define unknown vocabulary, central idea/supporting detail and ideas central to the purpose of the writing task.

**ACTIVE READING>CLOSE READING:** Ability to locate information that supports the purpose for writing.

**ACTIVE READING > NOTE-TAKING:** Ability to select important information in the text, determine key words, and paraphrase the key words into meaningful sentences.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING> EXAMINING MENTOR TEXT:** Ability to determine the structure and organization of the writing product.

**PLANNING > PLANNING THE WRITING:** Ability to create a plan and create the structure of the writing.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea.




**DEVELOPMENT > BODY PARAGRAPHS:** Ability to cite evidence at grade level expectations.









**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > EDITING AND REVISING:** Ability to proofread and format a piece to make it more effective. Ability to refine text, including focus, language usage, and clarity as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.


## Section 3: What Instruction?




PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
45 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>GRAFFITI CONVERSATION</b> Students record their thinking to the question. <b>"What decisions were the people in these images facing?"</b> using the graffiti conversation protocol.	Students record at least one thought per graffiti board.	<ul style="list-style-type: none"> <li>Teacher prepares a graffiti board with an image of the Gold Rush historical time period (see teacher resources) and the question, "What decisions were the people in the photograph(s) faced with? The graffiti boards are strategically placed to allow student movement from one to another.</li> <li>Teacher introduces the purpose of the activity               <ul style="list-style-type: none"> <li>To think about the decisions people in this time period might be faced with</li> </ul> </li> <li>Teacher gives the directions/expectations for the activity (See Graffiti Conversations download)</li> <li>Teacher models her thinking about one of the photos and records on graffiti board</li> <li>Teacher breaks class down into groups of 4-5 students</li> <li>Groups spend a small amount of time at each poster, recording their thoughts.</li> <li>Teacher gives signal to move to next photograph.</li> <li>After students have reflected on a variety of photographs, teacher facilitates a discussion about the decisions that the people in the photographs may be faced with.</li> <li>Teacher keeps these graffiti posters for later reflection.</li> </ul>
Additional Attachments:  graffiti2.JPG  Graffiti conversations activity/mining images  mining image				
1 hr	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>RUBRIC DECONSTRUCTION CHART</b> Complete the graphic organizer with your understanding of the requirements of the key features of the scoring elements of focus, controlling idea, development, and content understanding as they relate to the summative task.	Students will complete all entries on the graphic organizer and engage in the discussion of the requirements of the task.	<ul style="list-style-type: none"> <li>Teacher will distribute the informational rubric and the task for students to closely read and annotate.               <ul style="list-style-type: none"> <li>Students will circle key words on the rubric and list them on the graphic organizer</li> <li>Students will write questions in the margins that they have about the rubric</li> </ul> </li> <li>Teacher will facilitate a collaborative discussion and list keys words on anchor chart titled <b>I know I will be successful if I.....</b></li> <li>In partners, students will discuss how the key words relate to the task and complete the final column on the chart</li> <li>Whole class discussion and information added to above chart</li> </ul>

Additional Attachments:				
 <b>Rubric deconstruction chart</b>  <b>Informational rubric</b>				
<b>Reading Process</b>				
30 mins	<b>PRE-READING&gt;DEVELOPING HISTORICAL CONTEXT:</b> Ability to develop schema about a historical event to provide context for analysis of text.	<b>VIDEO REFLECTION</b> Students watch a video and reflect on the content of the video.	Students complete the video response activity and share new insights with a partner	<ul style="list-style-type: none"> <li>Students view video                             <ul style="list-style-type: none"> <li><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=20874&amp;CategoryID=5423">http://www.watchknowlearn.org/Video.aspx?VideoID=20874&amp;CategoryID=5423</a> <b>and/or</b></li> <li><a href="https://www.youtube.com/watch?v=r03DKbVhfvU">https://www.youtube.com/watch?v=r03DKbVhfvU</a></li> </ul> </li> <li>Students take notes in journal while viewing video</li> <li>Students record thinking on 3 - 2- 1 organizer (or in literacy log/journal)</li> <li>Class discusses the significant historical events of the gold rush</li> </ul>
Additional Attachments:				
 <b>3-2-1 video reflection</b>				
45 mins	<b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.	<b>CONCEPT DEVELOPMENT - POSITIVE AND NEGATIVE INCENTIVES</b> Define positive and negative economic incentives and categorize examples.	Students can accurately define and provide examples of positive and negative incentives and explain their reasoning for their choice. Teacher can observe students' understanding based on the results of the incentive sort.	<ul style="list-style-type: none"> <li>Students read and annotate the explanation of economic incentives from the excerpts from <a href="http://www.econedlink.org">www.econedlink.org</a></li> <li>Students complete a Frayer model vocabulary activity based on their reading.</li> <li>Teacher facilitates a collaborative discussion to bridge their understanding of the term.</li> <li>Students fold a piece of construction paper into three columns and label them:                             <ul style="list-style-type: none"> <li>Positive incentive</li> <li>Negative incentive</li> <li>Both (could be either positive or negative)                                     <ul style="list-style-type: none"> <li>If an image is placed in the both category, they must be prepared to explain why an incentive could be both positive and negative</li> </ul> </li> </ul> </li> <li>In partners, students sort the economic incentives images into the three categories.</li> <li>Teacher facilitates a discussion about the students' results of the sorts.</li> <li>Ticket out the door: Students revisit their Frayer model activity and add details based on the previous activities.</li> </ul>
Standards:				
<b>3.1.A.</b> : Define positive and negative economic incentives				
Additional Attachments:				
 <b>Excerpts for incentive concept development</b>  <b>Incentive cards #3</b>  <b>Incentive cards #2</b>  <b>Incentive cards #1</b>  <b>Frayer Model</b>				








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45 mins	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>CONCEPT DEVELOPMENT - CHOICE AND OPPORTUNITY COST</b> Define opportunity cost and analyze different choices and their opportunity cost.</p>	<p>Students complete the graphic organizer to reflect their understanding of the term opportunity cost.</p>	<ul style="list-style-type: none"> <li>Students view the video: <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=8QLkhmsvKLo">https://www.youtube.com/watch?v=8QLkhmsvKLo</a></li> </ul> </li> <li>Teacher stops after Opportunity cost is defined in video and discusses the term.</li> <li>Students complete the Opportunity Cost Graphic organizer while viewing <ul style="list-style-type: none"> <li>Teacher stops video and models how to fill out the organizer after the first opportunity cost is explained</li> <li>Students continue to record examples of choice(decision) and the opportunity costs shown in the video.</li> </ul> </li> <li>Students apply their knowledge of choice/opportunity cost to a decision that is relevant to them (or their classroom) by completing the graphic organizer <ul style="list-style-type: none"> <li>Students will need another copy of the organizer to do this</li> </ul> </li> <li>Class discusses the results of the analysis</li> </ul>
<p>Standards:</p> <p><b>3.2. :</b> The relationship between choice and opportunity cost (PFL)</p>				
<p>Additional Attachments:</p> <p> <b>Opportunity Cost Analysis Graphic Organizer</b></p>				
1 hr and 30 mins	<p><b>ACTIVE READING &gt; CLOSE READING/ANNOTATION:</b> Ability to read and annotate text to determine and define unknown vocabulary, central idea/supporting detail and ideas central to the purpose of the writing task.</p>	<p><b>CLOSE READING OF ANCHOR TEXT</b> Closely read and annotate anchor text with the purpose of understanding important domain specific vocabulary, determining the central ideas, and analyzing historical text for the economic factors of decision making (opportunity cost, and positive/negative incentives).</p>	<p>Students accurately record the information from the whole group, small group and independent work as evidence for their writing. Teacher meets with students in small groups and individually to examine the evidence collected and provides additional support where needed.</p>	<ul style="list-style-type: none"> <li>Teacher copies and distributes the anchor text, <i>The Impact of Gold</i>. <b>NOTE:</b> Teachers may choose to use one of the other texts they feel are most appropriate.</li> <li>Students number the paragraphs in the article</li> <li><b>Read One:</b> <ul style="list-style-type: none"> <li>Teacher reads text out loud to students</li> <li>Students follow along and annotate the text by circling unknown words and placing question marks next to ideas that they need to clarify</li> <li>Teacher creates anchor charts <ul style="list-style-type: none"> <li>Unknown words, listed by paragraph</li> <li>Clarifying questions</li> </ul> </li> <li>Teacher facilitates collaborative discussion of essential vocabulary and confusions using textual evidence</li> </ul> </li> <li><b>Read Two:</b> <ul style="list-style-type: none"> <li>Students independently read the first chunk of text.</li> <li>While reading, students select 2 key words per paragraph</li> <li>Teacher models gist statement using paragraph #1 <ul style="list-style-type: none"> <li>Key words selected: <b>gold, discovered</b></li> <li>Gist statement: Gold discovered in California in 1849</li> </ul> </li> <li>Teacher/students collaboratively create the</li> </ul> </li> </ul>

				<p>gist statement for the next chunk of text(maximum of 10 words).</p> <ul style="list-style-type: none"> <li>Teacher divides the class into 5 groups and assigns the remaining chunks of the text.</li> <li>Students continue the process with the remaining chunks of <i>The Impact of Gold</i> with their group                             <ul style="list-style-type: none"> <li>Decide on key words and create gist statement</li> </ul> </li> <li>Student groups share gist statements while teacher records on anchor chart.</li> </ul> <p>● <b>Read Three:</b></p> <ul style="list-style-type: none"> <li>Teacher reviews the concepts of opportunity cost and positive/negative, referring back to previous lessons</li> <li>Teacher explains that they will be examining the text for another purpose this time, which would be looking for examples decisions that were made and the opportunity cost and positive/negative incentives of those decision</li> <li>Teacher introduces graphic organizer (<b>see student handout</b>) This could also be created as 4 column notes in a reading journal)</li> <li>Teacher models using the handout and the text using the introductory section (paragraphs 1 - 6). <b>See Teacher Resource for possible entries</b></li> <li>Students /teacher collaboratively complete the next section (Passage to California)</li> <li>Students group in partners/small groups to complete the final sections</li> <li>Teacher facilitates a whole group discussion and records the student findings on an anchor chart (same as the student handout) that students can refer to for completion of the writing.</li> </ul> <p>Note: When reading the text and completing the graphic organizer, have the students look for decisions (it can be any decision) and then apply the concepts of opportunity cost and incentives to it. It may be that there will be decisions on the chart that don't have any economic factor impact. The discourse of deciding the impact will be rich if you use this lens. I also believe this will help them when reading articles and applying these concepts independently.</p>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <b>Economic factors GO.pdf</b></li> <li> <b>Gist statements.pdf</b></li> <li> <b>Economic Factors Affecting Decisions</b></li> </ul>			
1 hr	<p><b>ACTIVE READING&gt;CLOSE READING:</b> Ability to locate information that supports</p>	<p><b>USING ADDITIONAL TEXT(S) TO GATHER EVIDENCE</b></p> <p>Using additional informational texts, locate and record additional</p>	<p>Students show evidence of additional information</p>	<ul style="list-style-type: none"> <li>Teacher provides additional texts that students select to build evidence of the decision making factors of opportunity cost and positive/negative incentives. Refer to Read #3 on the previous</li> </ul>


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	the purpose for writing.	information to support the writing task.	gathered from texts on the graphic organizer to support the writing purpose.	<p>mini-task.</p> <ul style="list-style-type: none"> <li>○ Texts include <i>The Mining Boom, Life of a Forty-Niner, Westward Expansion: The California Gold Rush and Gold Fever</i></li> <li>○ Students who need additional support in finding evidence in the text(s) work in small guided groups with the teacher while the other students work in small groups or independently to build their body of evidence of factors affecting decisions during the mining time period.</li> <li>● Students collect the information on the <i>Economic Factors Affecting Decisions</i> graphic organizer that they have used to collect evidence during the previous close reading lesson.</li> <li>● Teacher stops at strategic points to discuss with students any new information they found and adds it to the class anchor chart.</li> <li>● Students must read a minimum of one additional text</li> <li>● Students who need an extension may complete a Search and Study based on additional questions they formulate and research to support their writing.</li> </ul>
30 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important information in the text, determine key words, and paraphrase the key words into meaningful sentences.</p>	<p><b>NOTES</b></p> <p>Using text selections, students determine key words/phrases that can be included in the writing.</p>	<ul style="list-style-type: none"> <li>● Identifies relevant elements.</li> <li>● Includes information to support accurate citing of key ideas</li> <li>● Paraphrases key ideas into significant, detailed evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher models using the <i>Economic Factors Affecting Decisions</i> graphic organizer and a text "how to determine significant key words in text."</li> <li>● Teacher models how to write paraphrased sentences using the key words <ul style="list-style-type: none"> <li>○ Teacher makes connections to Gist statement work done in Close Read Two</li> </ul> </li> <li>● Students practice this skill and teacher selects a few students to share out the key words and the paraphrased sentences they composed.</li> <li>● Teacher explains purpose for this work (academic integrity/avoiding plagiarism)</li> </ul>
<p>Standards:</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
<b>Transition to Writing</b>				
45 mins	<p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.</p>	<p><b>GIVE ONE TAKE ONE</b></p> <p>Using the Give One, Take One protocol, students share evidence they have collected through their reading that supports their purpose for writing.</p>	<p>Students complete the Give One Take One activity with 3 pieces of information they have collected and add at least two additional pieces of information from a classmate.</p>	<ul style="list-style-type: none"> <li>● Teacher distributes the Give One Take One recording sheet</li> <li>● Teacher provides outcome expectations/purpose for the activity</li> <li>● Students move around the classroom sharing information with classmates and collecting new information from their classmates. <ul style="list-style-type: none"> <li>○ Information to share comes from the <i>Economic Factors Affecting Decisions</i> graphic organizer</li> </ul> </li> <li>● Teacher debriefs with students about the process</li> </ul>
Additional Attachments:				

	 Give one Get One.pdf  Give One Take One template  Give One Take One protocol			
45 mins	<b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.	<b>SYNTHESIS</b> Ability to synthesize information to create a line of thought before writing.	Teacher does a quick "whip around" to see evidence of the highlighting on the students' graphic organizers.	As a whole class, develop an anchor chart that provides students with a way to "put it all together." <ul style="list-style-type: none"><li>● Begin by having students look over their Economic Factors Affecting Decisions graphic organizer and their Give One, Get One activity. Have them look through the lens of different categories of decisions. For example: Decisions before becoming a miner, during the mining time period and resulting from the Gold Rush.</li><li>● Students go back and highlight the significant decisions that were most greatly impacted by the factors of opportunity cost and incentives.</li><li>● Teacher gathers information on anchor chart.</li></ul>
	Additional Attachments:  Decisions:factors.pdf			
Writing Process				
40 mins	<b>PLANNING&gt; EXAMINING MENTOR TEXT:</b> Ability to determine the structure and organization of the writing product.	<b>BULLETED LIST</b> Examine closely examples of news articles to determine the specific elements of a news article.	Students create a bulleted list of required elements of a news article.	<ul style="list-style-type: none"><li>● Teacher provides a variety of samples of news articles.</li><li>● Students meet in small groups to examine the samples closely for things they notice about this writing product.</li><li>● Teacher facilitates a debrief and collects the noticings (elements of a news article) for later reference during writing.</li><li>● Students re-examine the article assigned and identify the elements in their mentor text.</li></ul>
	Additional Attachments:  Elements of a Newspaper Article/Mentor Text			
45 mins	<b>PLANNING&gt; EXAMINING MENTOR TEXT:</b> Ability to determine the structure and organization of the writing product.	<b>HIGHLIGHTED TEXTS: TONE, CONTENT AND ORGANIZATION</b> Examine a variety of sources for organization, content, and tone of a newspaper article during the mining time period. Examine a current news article to examine how an author references information and sources when writing a newspaper article.	Student has used the appropriate highlighter colors and annotations to determine the required information.	The purpose of this lesson is to give the students an opportunity to examine newspaper articles in general (see Tween Tribune article), a primary source newspaper and an article, <i>The News Spreads</i> , to explore the qualities that they would want to include in their writing. <ul style="list-style-type: none"><li>● Students will use three different colors of highlighters to annotate the three observations as follows:<ul style="list-style-type: none"><li>○ Pink will be used for observations for the emotion that they see in the text(s) (i.e excitement, fear,) to help them to determine the tone of the writing during this time period.</li><li>○ Green will be used to recognize the organization of the text</li><li>○ Yellow will be used to examine how</li></ul></li></ul>

				<p>evidence is provided in a newspaper article, specifically the Tween Tribune article provided or other current article found (direct quotes from participants/observers of events, observation by the newspaper article author, factual information).</p> <ul style="list-style-type: none"> <li>Students will also be encouraged to annotate/label the highlighting (i.e. Excitement in the headline based on the news that gold has been found).</li> <li>This work could be done whole group, small group, or in partners.</li> <li>Students will turn to a partner and discuss their new thinking about the writing they are about to do.</li> </ul>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> Gold Rush newspaper.pdf</li> <li> Tween Tribune article.pdf</li> <li> News Spreads text.pdf</li> </ul>			
45 mins	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to create a plan and create the structure of the writing.</p>	<p><b>INFORMATIONAL/EXPLANATORY TEXT PLANNER</b></p> <p>Complete a plan based on your notes and reading in which you state your controlling idea, categorize your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> <li>Completes the Research Guide planner</li> <li>Supports controlling idea.</li> <li>Uses evidence from texts read earlier.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <i>Research Guide Planner</i></li> <li>Invite students to discuss the possibilities for organizing the writing                             <ul style="list-style-type: none"> <li>In partners, list possible categories on sticky notes and place on planner</li> <li>Share different partners discussed organizing the information</li> <li>Teacher records possibilities on chart</li> <li>Students choose one of the organizational structures and completes the planner with those categories</li> </ul> </li> <li>Independently, students complete remaining details of the planner</li> </ul>
	<p>Standards:</p> <p><b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>			
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> Research Guide Planner</li> </ul>			
30 mins	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea.</p>	<p><b>INTRODUCTORY PARAGRAPH</b></p> <p>Write an opening paragraph that establishes a controlling idea and creates interest for the reader.</p>	<ul style="list-style-type: none"> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of the controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraph strategies (see teacher resource)</li> <li>Students attempt four of the choices</li> <li>Teacher walks around the room while students are writing and asks students to share out exemplary ones she finds to create excitement</li> <li>With a partner, students share their openings while partner offers feedback.</li> <li>Teacher pulls small group of students who are struggling for scaffolding</li> </ul>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> Developing the Lead 4 square</li> </ul>			

	<b>Informational Lead Techniques</b>			
30 mins	<b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to cite evidence at grade level expectations.	<b>CITATION EXPECTATIONS</b> Students practice referring to text for information.	Not Provided	<ul style="list-style-type: none"> <li>Teacher models using sentence stems (<b>see teacher resource</b>) to give credit to resources for information (both orally and in written form).</li> <li>Students practice giving credit for the information they have collected on the graphic organizer they have used to collect information.               <ul style="list-style-type: none"> <li>With a partner, students orally rehearse the sentence starters followed by their evidence.</li> </ul> </li> <li>Students compose a citation sentence that they could use in their writing</li> <li>Partner gives feedback</li> </ul>
	Standards:  <b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>RI.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>W.4.8</b> : Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			
	Additional Attachments:  <b>Sentence stems for citing sources</b>			
1 hr and 30 mins	<b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>INITIAL DRAFT</b> Write an initial draft complete with opening, paragraph development, and closing; referring to textual evidence.	<ul style="list-style-type: none"> <li>Student provides complete draft to meet the requirements of the rubric and expectations of the task.</li> <li>Student supports the opening in the body paragraphs with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Re-examine prompt with students to review the expectations/purpose for writing.</li> <li>Students write draft while teacher offers scaffolded assistance as needed.</li> </ul>
	Standards:  <b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			
40 mins	<b>REVISION, EDITING, AND COMPLETION &gt; EDITING AND REVISING:</b> Ability to proofread and format a piece to make it more effective. Ability to refine text, including focus, language usage, and clarity as appropriate to audience and purpose.	<b>CORRECT DRAFT</b> Edit draft to have sound spelling, capitalization, punctuation, and grammar. Revise draft to provide clarity of language and relevant detail to meet the purpose of the writing.	<ul style="list-style-type: none"> <li>Provides draft free from distracting errors.</li> <li>Uses language and sentence structure to support clear understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve or skills that have been focused on during foundational literacy.</li> <li>Review proofreading marks.</li> <li>Students participate in editing circle (see teacher resource)</li> </ul>
	Standards:			

<b>W.4.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
Additional Attachments:				
 <b>Editing Circle Directions (inform/explain</b>				
<i>Not provided</i>	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>FINAL PIECE</b> Turn in your planner, draft, and the final version of your piece.	<ul style="list-style-type: none"><li>Fits the “Meets Expectations” category in the rubric for the teaching task.</li></ul>	<ul style="list-style-type: none"><li>Students organize all parts of the writing process including graphic organizer, plan, draft, and final piece</li><li>Students participate in Author's Chair in pairs, small groups, or whole class as appropriate.</li></ul>

*Instructional Resources*

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***


No resources specified

### ***Teacher Reflection***

What I noticed when teaching this module was that none of the texts were directly related to the economic decisions of the time period, and I could not locate any, so it required lots of discussion to help the students make those connections. I found that each article that was read focused on a different type of decision. The articles that were primarily about life in the mining community focused mostly on the day to day decisions such as where to live, how to live, etc. Other articles were more broad in scope and discussed the decisions that were made about becoming a miner, and also the impact of the Gold Rush on the surrounding communities.



## ***All Attachments***

-  **Anchor Text - Impact of Gold** : <https://s ldc.org/u/c5jww5q75n26r3if5fc3lsnye>
-  **Gold Rush Llife.pdf** : <https://s ldc.org/u/ceximphvpgme6re3265210ft5>
-  **Life of a Forty Niner** : <https://s ldc.org/u/aavyi6n3dy6k0ja4ja18nw4xt>
-  **Gold Fever** : <https://s ldc.org/u/16yprup457xvxs8rjeenhvopq>
-  **The Mining Boom** : <https://s ldc.org/u/djrk8jk047qp5sbcccl3pz5pi9>
-  **California Gold Rush (Lexile 660)** : <https://s ldc.org/u/54xbwqyzdxictgu2ye0zfb36>
-  **Read Aloud during Module - Hard Gold by Avi** : <https://s ldc.org/u/8i4l523gtpselimf13hrhlve8>
-  **ECONOMIC INCENTIVES IN OUR COMMUNITY.docx** :  
<https://s ldc.org/u/emzss8gsp2e6m4ymj5w4v3nyf>