

# Coal Mining & Feature Articles

Social Studies and Literacy Grade 4

<b>Content Area</b>		<b>Grade Level</b>	
Literacy			Elementary

**Approximate Time Needed: Two Weeks**

UNIT OVERVIEW	KEY STANDARDS
In this unit, students will be able to use their learning to write a feature article in which they describe a specific aspect of what life is like for a child in a coal-mining town during the 1900s. Students will provide examples from multiple texts including photographs and illustrations to support their discussion. They will also connect this learning to coal mining in Kentucky to keep learning relevant to where they live.	<b>RI.4.1</b> <b>RI.4.9</b> <b>W.4.2</b> <b>W.4.7</b>

COMMON ASSIGNMENTS	LDC TEACHING TASK
LDC Task Formative Class assessments and activities during the ten day unit	After reading <i>The Impact of Gold</i> , 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.

**AUTHORS:** Melissa Henderson, Melissa Thompson, Janice Bullard

**Teacher Reflection:** “We intentionally gave students choice over what they wanted to read. We included an end product that was separate from the LDC module. It was a way for students to work in small groups and create a written product that was not subject to a grade. I think this is hugely important for students to experience. Most learning should not be graded.”

## Stage 1—Identify Desired Results

<b>Established Goals/Standards</b>	<p><i>[CCSS and relevant state standards]</i></p> <p><b>RI.4.1-</b> Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.9-</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>W.4.2-</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.</p>
------------------------------------	--

	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g. another, for example, also, because)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>W.4.7-</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	
<b>Transfer</b>	<p><i>Students will be able to independently use their learning to ...</i></p> <p>write articles and analyze photographs to support rich text-based discussions</p>	
<b>Meaning</b>	<p><b>Understandings/Big Ideas</b></p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> <li>• A person’s life is affected by where they live.</li> <li>• A good reader makes inferences about a text and supports these inferences with evidence from the text.</li> <li>• Research should be gathered from multiple sources in order to write or speak about the subject knowledgeably.</li> <li>• Writers use organization, formatting, headings, and multimedia to deliver information.</li> <li>• Writers develop their topic with facts, definitions, details, and quotations.</li> <li>• Writers use precise language and specific vocabulary to inform their audience about their topic.</li> </ul>	<p><b>Essential Questions</b></p> <p><i>Students will keep considering ...</i></p> <ul style="list-style-type: none"> <li>• What was life like for a child in a coal mining town during the 1900s?</li> <li>• How can I show my audience what I have learned in addition to writing about the topic?</li> <li>• How do I produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?</li> </ul>

<b>Acquisition</b>	<p><b>Know (Content)</b></p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• A sound argument is based on <i>logical</i> reasoning.</li> <li>• A claim is supported by the most relevant and compelling evidence.</li> <li>• Multiple perspectives help develop an informed understanding of an issue/idea.</li> <li>• Authors use compelling claims, relevant evidence, and explanation to effectively communicate their perspective.</li> <li>• Authors must appropriately cite their sources of information.</li> </ul>
	<p><b>Do (Skills)</b></p> <p><i>Students will be skilled at ...</i></p> <p><b>Discipline Skills:</b></p> <ul style="list-style-type: none"> <li>• Gather and synthesize relevant information from multiple sources.</li> </ul> <p><b>Literacy Skills:</b></p> <ul style="list-style-type: none"> <li>• Select the most relevant evidence to support their inference</li> <li>• Organize ideas in logical sequence using clear transitions to create coherence</li> <li>• Make appropriate word choice that contributes to a formal tone of the piece</li> <li>• Show evidence of progress through the writing process.</li> </ul>

Stage 2—Determine Acceptable Evidence	
<p><b>Assessments</b></p> <p><i>[Key performance tasks, tests, etc., including LDC task]</i></p> <ul style="list-style-type: none"> <li>• Mid-Assessment- Independently reading and finding information from the text; written assessment; peer and self assess with the rubric</li> <li>• Summative--LDC Task- Newspaper Article</li> </ul>	<p><b>Evaluative Criteria</b></p> <p><i>[Rubrics, including LDC rubric]</i></p> <p>LDC Rubric for argumentative writing</p>

## Supports/Scaffolding

*[How will learning and assessment tasks be scaffolded/supported for all students (ELL, special ed, low performing, etc.)?]*

Leveled texts, shorter pieces of text, photographs, audio texts, videos, and sentence and paragraph frames; collaborative discussions with peers, note taking organizer.

## Stage 3—Plan Learning Experiences and Instruction

### Unit Texts and Materials

- ***Digging A Hole to Heaven, Coal Miner Boys*** by S.D. Nelson
- ***Growing Up in Coal Country*** by Susan Campbell Bartoletti
- *Mama is a Miner* by George Ella Lyon (supplemental)
- *Appalachian Toys and Games From A to Z* by Linda Hager Pack (supplemental)
- *Which Side Are You On? The Story of a Song* by George Ella Lyon (supplemental)

*[Measurable mile markers of student growth (tasks that will get evaluated)]*

### Mid point assessments to be used formatively

#### Summative/unit assessment

LDC Task:

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.

### Learning Tasks

*[The instructional ladder (sequence of learning activities to prompt and guide student growth). Add pages accordingly.]*

#### Learning Tasks- Instructional Ladder

(One class period- about 60 minutes)

Topics for reading/writing and texts to find each topic in:

- Mining Towns - 1st text from *Growing Up in Coal Country* by Susan Campbell Bartoletti, 2nd text from *Digging a Hole To Heaven* by S.D. Nelson page 28.
- Homelife - 1st text From *Digging a Hole to Heaven, Coal Miner Boys* by S.D. Nelson, 2nd text From *Growing Up in Coal Country* by Susan Campbell Bartoletti
- Schools
- Jobs:
  - Spraggers-
  - Mule Drivers-
  - Trapper (Nipper) Boys-
  - Breaker Boys- 1st text from *Growing Up in Coal Country* by Susan Campbell Bartoletti, 2nd text From *Digging a Hole To*

*Heaven* by S.D. Nelson page 5 and 21

- Additional possible lessons: text features, sentence structure, vocabulary, elaborating and clarifying with details

**Day One- Hook- See/Think/Wonder Thinking Routine w/ Gallery Walk-** pictures of children working in the mines, pictures of artifacts, coal, etc.; Introduce the topic and essential questions. Introduce final product.

**Day Two-** Newspaper Exploration- Display the lifestyle/feature section of a newspaper. Students share noticings. Explain to students that their final project will be to produce a feature section related to our essential question. Introduce template (paper or digital) and writing rubric; establish partners, share google doc. Watch introduction video of 20th century miners (about 2 minutes). Turn and talk. What do you notice? What do you wonder? Display map of Kentucky and West Virginia with Appalachian mountains to show where coal mining in Kentucky takes place. Identify the Eastern Coalfields Region. Exit Ticket- Write a sentence describing something that surprised you about the information today. Share

**Day Three-** Model reading and note taking process. Shared reading- Nippers; Model reading and annotating the text. Model read/cover/retell/write process for taking notes. Have students read second article about Nippers (Trapper boys), annotate, and practice note taking skills. (Scaffold with continued shared reading/writing if necessary.)

**Day Four-** Model writing about Nippers from two texts, using the texts that were read on day three. Shared writing. Type integrated text into newspaper template. Have students contribute sentences based on shared notes. Use the rubric to assess the writing.

**Day Five-** Review notes from day three. Discuss what is helpful, what makes the notes complete, etc. Share exemplars of note taking from student work. Students choose a set of texts about a mining job and read/take notes with a partner. Type integrated text into newspaper template. Self assess using the rubric.

**Day Six-** After reviewing day 5 work, students either continue working with partner on next section of paired texts or work with teacher for a reteach of integrating two texts into one writing. Students who are ahead will work on adding photos, advertisements, formatting, etc. (Goal is for students to have one shared and two partner writings completed in newspaper before completing day eight summative assessment.)

**Day Seven-** Model/small groups based on need. Continue with reading/taking notes/writing to add a 3rd article to the newspaper. After

3rd article, students pair up with another group for feedback/revising using the rubric. Students complete a written reflection based on peer feedback. What did they do well in their article? How do they plan on using the feedback to improve their article?

**Day Eight-** After completing two partner articles, students read the articles about schools independently. They take notes, then independently write an article for their newspaper.

**Day Nine-** Continuation of day eight, depending on where students are in the process. Small groups/conferring based on student need.

**Day Ten- Writing Celebration-** students share their newspapers and complete a final reflection. What did they learn about the process of note taking and writing from their notes?