

## Piecing It All Together

**Grade Level:** 3<sup>rd</sup> Grade

**Topic:** Social Studies, Reading

### **Resources Needed:**

- Five images from the UVM Center for Digital Initiatives Long Trail Collection, printed and glued onto individual poster boards:
  - “Trail Building 1: The Prospect”  
<http://cdi.uvm.edu/collections/item/hwccr03b03146>
  - “Trail Building 2: Sawing Logs”  
<http://cdi.uvm.edu/collections/item/hwccr03b03130>
  - “Trail Building 3: Rolling Sawn Sections Away”  
<http://cdi.uvm.edu/collections/item/hwccr03b03129>
  - “Trail Building 4: The Cleared Trail”  
<http://cdi.uvm.edu/collections/item/hwccr03b03158>
  - “Trail Building 5: Painting Blazes”  
<http://cdi.uvm.edu/collections/item/hwccr03b01015>
- Picture Book: Any plot-based text will work, preferably one with Social Studies content.

### **Student Learning Objectives:**

Students will learn how plots are sequenced throughout a story.

### **Assessment of Stated Objectives:**

Students will be assessed on their participation in small group and whole class discussions and their ability to sequence a plot.

### **Differentiation:**

- Struggling students can work with a partner as they observe the photographs
- Advanced students can create a new image that could be added after the last photograph

### **Standards:**

#### **USA – Common Core State Standards**

**Subject:** English Language Arts

**Grade:** 2<sup>nd</sup>-5<sup>th</sup>

**Strand:** Reading

**Domain:** Craft and Structure

**Standard:** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

#### **Vermont Framework of Standards For History and Social Sciences**

**Geography:** Place on Earth

**6.7 Geographical Knowledge:** Students use geographical knowledge and images to understand the present, communicate historical interpretations, develop solutions for the problems, and plan for the future.

### **Procedures:**

- a. Picture books are read to the class and students are asked to go over the major events in each story. Questions like: “What happened first? Next? In the middle? At the end?” can help facilitate discussion.

- b. The teacher explains that events happen in a particular order for a reason. Sequencing can be done when looking at a story, but also when looking at photographs.
- c. One-by-one, students are shown the photographs from the UVM Center For Digital Initiatives (listed in the “Resources” section). It is important to introduce the photographs out-of-sequence.
- d. Students are told that these photographs tell a story of when part of the Long Trail was being created. Students then:
- Make observations about each photograph.
  - Discuss in small groups how they think the photographs should be sequenced.
- e. Facilitate a whole-class discussion on the conclusions from the small groups. Ask for the reasoning behind their choices.
- f. After the class comes to a conclusion, show students the correct sequencing. Clear up any misconceptions, and explain why the photographs are sequenced the way they are.

**Time Allotment:** 1 class period of 1 hour

Lesson plan created by Hannah Trieb 5/5/2014 as part of the University of Vermont Education Class: EDEL 157 – Social Education and Social Studies

**ATTACHMENTS NEXT PAGE**

## Correct Order of Images

First Image



Second Image



Third Image



Fourth Image



Fifth Image

