



**Literacy Design  
Collaborative**

# Settlement Patterns: Why do we live where we live?

by Kayla s. Davidson

Using a brochure we will find patterns that show what criteria helps to determine where we live.

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GRADES

**6**

DISCIPLINE

 **Social Studies**

COURSE

 **Social Studies**

# Section 1: What Task?

## Teaching Task

### Task Template 13 - Informational or Explanatory

After researching (informational texts) on (U.S. Geography), write a Brochure in which you describe the reasons we choose to live in a particular region (including a visual representation of an appropriate map) in which you describe how this affects our ideals and traditions(. Support your discussion with evidence from your research.

**D 2**

Give One example/s from past or current event to illustrate and clarify your position.

## Common Core State Standards

### Reading Standards for Informational Text

**RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2**

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.6**

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**RI.9-10.10**

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

### Writing Standards

**W.9-10.2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.2.d**

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**W.9-10.2.a**

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.9-10.2.f**

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.2.c**

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.2.e**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.9-10.2.b**

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.9-10.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.9**

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

**W.9-10.9.b**

Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

**W.9-10.9.a**

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

**W.9-10.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ***Additional Standards***

## Arkansas

### Arkansas Social Studies Curriculum Framework

G.1.6.2

Examine the location, place, and region of Arkansas and determine the characteristics of each

G.1.6.10

Discuss reasons for the location of political boundaries and capital cities due to physical features of the nation or states

G.2.6.1

Examine the effects of the contributions of people from selected racial, ethnic, and religious groups to the cultural identity of Arkansas and the United States

G.2.6.2

Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the culture of Arkansas and the United States

G.2.6.3

Identify the occurrences of cultural diffusion, cultural exchange, and assimilation in local and national history

### Texts

 Mapquest Atlas Intermediate, Social Studies Harcourt School Publishers

We use an atlas, separate maps that show traditions, physical features, Natural resources and land use in the United States. (pages 19, 56)

 Harcourt Social Studies The United States: Civil War to Present Day

We use various maps and textual information about settlement patterns and land use and why people decide to live in various places.

 Our Natural Resources by Greg Underhill (Houghton Mifflin Leveled Readers Social Studies)

This text gives information about Arkansas' renewable and nonrenewable resources.

 World Almanac :Library of the States, Arkansas by Darice Bailer

This text offers information on economy, pages 24-27

 Portrait of America, Arkansas by Kathleen Thompson

This book offers information on the culture and traditions of the people of Arkansas, pages 33-39.

**LDC Student Work Rubric - Informational or Explanatory**

	<b>Not Yet</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Advanced</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
<b>Reading/Research</b>	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
<b>Development</b>	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in explanations, 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***

The students need background information on map reading, map keys, and usage before they are able to create a map themselves. Students will need to add key components to an Arkansas map that they will paste onto their brochure. They will need to see an example of a brochure before creating one.

### ***Extension***

Not provided

## *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 > TEXT SELECTION:** Ability to identify appropriate texts.

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

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

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

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

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

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

**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

Preparing for the Task				
15 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>SHORT RESPONSE WITH BULLETS</b></p> <ul style="list-style-type: none"> <li>● In a quick write, record your thoughts about settlement patterns and explain what makes people to decide to live in a certain place in the United States.</li> <li>● Are there certain factors that help you make a decision like this?</li> <li>● You will be given an opportunity to create a brochure that will show your reasons that people settle or live in a particular area of the U.S.</li> </ul>	<p>The teacher will simply walk around and verify that the students are writing to this prompt. A star will be placed by their response to show that it was completed.</p>	<ul style="list-style-type: none"> <li>● Link their responses to previous conversations in class about settlement patterns and the reasons that cause people to settle in certain places in the U. S.</li> <li>● Discuss student responses in class.</li> </ul>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.6.2A</b> : Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CCSS.ELA-LITERACY.W.6.1A</b> : Introduce claim(s) and organize the reasons and evidence clearly.</p>				

# Settlement Patterns: Why do we live where we live?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>BULLETS</b></p> <ul style="list-style-type: none"> <li>In your own words, rewrite the prompt or task given.</li> <li>Students will be given an example of a brochure. The teacher will explain what a brochure is used for and what they will need to show in the brochure they will create. The students will review the sample brochure with their partner. The teacher will give the student the required components for their brochure: drawing of a map of the state where they live, Natural Resources found in the state where they live, common traditions in the region where they live, common jobs found in the region where they live.</li> </ul>	<ul style="list-style-type: none"> <li>Student created prompt and will be checked for completion only.</li> <li>Students will be given a rubric that will be used to score their brochures.</li> </ul>	<ul style="list-style-type: none"> <li>I will write the prompt on the board. I will have the students rewrite the prompt their own words</li> <li>I will show the students an example of several brochures and their components. I will allow students time to review the components of a brochure. Students will be given a template of a brochure that will be used in this assignment. Students will be given guidelines that will . Students will create a brochure according to the guidelines given</li> </ul>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.1B</b> : Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.1A</b> : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>CCSS.ELA-LITERACY.SL.6.1A</b> : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>CCSS.ELA-LITERACY.SL.6.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CCSS.ELA-LITERACY.SL.6.5</b> : Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>				
<p><b>Reading Process</b></p>				
30 mins	<p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>	<p><b>NOTES</b></p> <p>For each text, list the needed bibliographic information. You will need to include the author, title, publisher, and date (if it is given). (Text list is above and will be selected by the teacher)</p>	<ul style="list-style-type: none"> <li>Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li> </ul>	<ul style="list-style-type: none"> <li>Provide citation guide and discuss why each element of citation is needed.</li> </ul>

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>VOCABULARY LIST</b></p> <ul style="list-style-type: none"> <li>In your journal, list words essential to the texts (land use, economy, natural resources, cultures, and traditions).</li> <li>Add definitions and illustrations for each vocabulary word given in student journal</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate definitions.</li> <li>students actively discuss the vocabulary words with their shoulder partners and table groups.</li> </ul>	<ul style="list-style-type: none"> <li>From the instructional texts given, the students will define the vocabulary words in their journals (land use, economy, natural resources, cultures and traditions).</li> <li>Students will use the dictionary, or the text resources sections to define the vocabulary words.</li> <li>Students will also illustrate each word with a simple drawing.</li> <li>After scoring, ask the students to share definitions of terms with their shoulder partners and table groups to make sure that each definition is correct and completed.</li> </ul>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.4</b> : Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>				
<p>Additional Attachments:</p> <p> <b>Sample Rubric to guide work</b></p> <p> <b>Arkansas Map</b></p> <p> <b>Arkansas Settlement Patterns Borchures</b></p>				
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>NOTES</b></p> <p>From each text, select information that describes important factors that have led people to settle in Arkansas. They will need to include information about the land, natural resources, the economy, cultures and traditions. Do what you need to do to avoid plagiarism.</p>	<ul style="list-style-type: none"> <li>Identifies relevant elements (land use, economic advantages, natural resources, climate, cultures and traditions)</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	<ul style="list-style-type: none"> <li>Teach a sample format for note taking. Go through the steps of taking Cornell Notes. Give students an example of completed Cornell Notes.</li> <li>Take a piece of text and model the appropriate steps to take when actively completing Cornell Notes. Then, allow students to work in pairs to complete a short sample task using Cornell Notes.</li> </ul>

# Settlement Patterns: Why do we live where we live?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Standards:

**CCSS.ELA-LITERACY.RI.6.1** : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RH.6-8.1** : Cite specific textual evidence to support analysis of primary and secondary sources.

Additional Attachments:

 **Cornell Notes PPT**

 **Cornell Notes Organizer**

## Transition to Writing

15 mins

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:**

Ability to begin linking reading results to writing task.

**BULLETS**

Review your Cornell Notes with a partner. Read the notes together and make sure that each topic is completed correctly.

Topics include: Land Use, Climate, Economy, Natural Resources, Cultures and Traditions.

I will check these for completion only.

- Peer Editing and Discussion

Standards:

**CCSS.ELA-LITERACY.W.6.10** : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CCSS.ELA-LITERACY.W.6.1D** : Establish and maintain a formal style.

## Writing Process

2 hrs and 50 mins

**PLANNING > PLANNING THE WRITING:**

Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**BROCHURE**

Create an brochure based on the example shown to you by the teacher. There is an example of a brochure at each student table group as a resource.

- The students will create a brochure using an sample brochure as a guide.
- Students will peer edit brochures at their table groups.
- Teacher will monitor students as they review each others work.

- The teacher will review a sample brochure with the students, showing them each component that is needed in their own work.
- Using the sample brochure the students will create one of their own.
- After the students complete their own brochure, other students at their table will review it for mistakes and missing components.
- Once the brochure has been reviewed by a peer, the student will make revisions.
- After the students make the necessary revisions, they must show it to the teacher for a final review before turning it in.

Standards:

**CCSS.ELA-LITERACY.W.6.2** : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

## Settlement Patterns: Why do we live where we live?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	<p>Additional Attachments:</p>  <p><b>Completed Brochures</b></p>			
50 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>FINAL PRESENTATION OF BROCHURE</b> The students will share their brochures with their table groups in class.</p>	<ul style="list-style-type: none"> <li>Students participated in sharing their brochures with their table groups in class and then turn it in for a grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students will present their brochures to the peers at their tables.</li> <li>The students will turn their brochures into the class tray for their period for a grade.</li> </ul>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.4</b> : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>				

### *Instructional Resources*

No resources specified

## *Section 4: What Results?*

### *Student Work Samples*

#### *Advanced*



#### **Completed Brochures**

### *Teacher Reflection*

This assignment took more time than I had set aside for completion. I had to add a couple days to get the work completed. I think the students learned a lot about Arkansas and why it is that people decided to settle in this state. They learned about Cornell Notes and I believe that this is a great way to organize the information needed for the Brochure. I was so pleased with the end results. I could use this same activity and change the topics and information with similar results.

## ***All Attachments***

 **Completed Brochures** : <https://s ldc.org/u/zhhkmv42502qqtagfxxhwm7y>