



University of South Carolina Aiken
 471 University Parkway
 Aiken, South Carolina 29801
 803-641-3313
<http://rpsec.usca.edu/CE-MIST/>

Suggested Implementation Guide for Reconstructing Readers: A Study of Reconstruction Through Literacy Integration Grade 5

	Week 1	Week 2	Week 3
Social Studies	<ul style="list-style-type: none"> • Provide background information with streamlines, glogs, and historical inquiry stations. • Listen and respond to read-aloud of <i>The Carpetbaggers</i>. 	<ul style="list-style-type: none"> • Introduce Hook and Background information for mini-DBQ: Who Killed Reconstruction? • Continue listening and responding to read-aloud of <i>The Carpetbaggers</i>. 	<ul style="list-style-type: none"> • Write rough draft and final copy of mini-DBQ. • Finish listening and responding to read-aloud of <i>The Carpetbaggers</i>.
English Language Arts	<ul style="list-style-type: none"> • Share-read class novel, <i>I Thought My Soul Would Rise and Fly</i>, modeling and scaffolding the journal responses. • Analyze and compare the points of view of two fictional characters (Henry Lincoln and Louise Gilroy) from the resource book, <i>You Are There, Young Participants in U.S. History</i>. 	<ul style="list-style-type: none"> • Continue share-reading class novel, <i>I Thought My Soul Would Rise and Fly</i>, having students become more independent with the journal responses. • After Hook and Background Information have been covered in Social Studies, do the Document Analysis for the mini-DBQ. • In small groups, write a script showing the points of view of various groups during Reconstruction. 	<ul style="list-style-type: none"> • Students select Reconstruction novels to read and respond to independently. • Edit and revise rough draft of mini-DBQ. • Act out the point-of-view script using an iPad app such as Sock Puppets or iFunFace.
Math	<ul style="list-style-type: none"> • Participate in a short sharecropping simulation, using multiplication, addition, and subtraction to determine the profitability of their sharecropping experience. 	<ul style="list-style-type: none"> • In small groups with one students being the plantation owner and the rest role-playing as sharecroppers, simulate a four-year sharecropping process, using math skills (area, perimeter, computation, charts/graphs) in a real world experience to determine the effects of sharecropping on landowners and their tenant farmers. 	

Science	<ul style="list-style-type: none"> • Review background knowledge of food chains and webs. • Give background information on importance of the cotton plant to the economy of the South. 	<ul style="list-style-type: none"> • In pairs, do online research to create a food chain that starts with a cotton plant. • Have three pairs join their food chains to make a food web. 	<ul style="list-style-type: none"> • Create an illustrated diagram of the resulting food web, labeled with the names of the animals as well as the level they inhabit. • Discuss effect of boll weevil on cotton production in the South during Reconstruction.
Other	<ul style="list-style-type: none"> • Music: Model piggy-back song using one of the topics of Reconstruction • Art: Examine political cartoons of the Reconstruction era, identifying and describing the symbols, ideas, and elements of design used to communicate the meaning. • P.E.: Model and improvise an interpretive dance showing the viewpoint of a certain population during Reconstruction. 	<ul style="list-style-type: none"> • Music: In small groups, write short lyrics for piggy-back songs about a Reconstruction topic. • Art: Create a political cartoon about a Reconstruction topic. • P.E.: Working in small groups, students create interpretive dances showing the viewpoints of different populations during Reconstruction and how they were affected by the course of Reconstruction. 	<ul style="list-style-type: none"> • Music: Using available digital technology (iPad, iPods, computers, or digital cameras), students perform their Reconstruction songs. • Art: Students write a statement explaining how the political cartoon they created conveys the intended meaning. • P.E.: Working in small groups, students refine their interpretive dances showing the viewpoints of different populations during Reconstruction and how they were affected by the course of Reconstruction. If time and technology allows, they may record their dance.