

<p>Preparation</p>	<p>Build a word wall – Introduce vocabulary of the discipline or allow students to build this during their learning adventure.</p> <p>Prepare vocabulary bookmarks to be handed out after the word wall is done to be used during the writing process.</p> <p>Plan for ways to engage learners and to generate thinking in the discipline of social studies.</p> <p>Identify BIG IDEAS that unify content and promote understanding using the EQ, themes, and concepts.</p> <p>Determine your “Knowledge Product” from the list below with expectations for audience, purpose, and task.</p>																														
<p>Preassessment Ideas</p>	<ul style="list-style-type: none"> <p>RAN Chart: Recreate the RAN Chart (see example below) on the board. Ask the students to tell you what they think they know about the topic of the book to be read. Record their responses on the chart. You may wish to have students create their own RAN charts and archive this as an individual preassessment. While reading, the students should pay attention to how the new information connects to their previous knowledge. Does it confirm what they thought they knew? Did they have any misconceptions? This can be done as a group or individual activity.</p> <table border="1" data-bbox="529 974 1539 1491"> <thead> <tr> <th>What I Think I Know</th> <th>Confirmed</th> <th>Misconceptions</th> <th>New Learning</th> <th>Wonderings</th> </tr> </thead> <tbody> <tr> <td>New York’s capital is Albany.</td> <td>I am represented.</td> <td>Elections are easy and involve just voting.</td> <td>Different areas have different representatives.</td> <td>Is this the best form of government?</td> </tr> <tr> <td>I am represented. Officials are elected.</td> <td></td> <td>Everyone is elected.</td> <td>New York when it was New Netherlands existed for a company’s benefit.</td> <td>How could government be improved?</td> </tr> <tr> <td></td> <td></td> <td></td> <td>A Dutch company ran New Netherlands.</td> <td>Are people indebted to companies and supporters as the early leaders were?</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Early government officials were appointed.</td> <td>Who else is not elected?</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>How could I run for office?</td> </tr> </tbody> </table> <p>Print pictures of famous people and places from this book and ask students to rate them from most valuable to least. Discuss why. (To be followed in the lesson by building an EBC to answer: What made New York’s government successful? There is no correct answer.)</p> 	What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings	New York’s capital is Albany.	I am represented.	Elections are easy and involve just voting.	Different areas have different representatives.	Is this the best form of government?	I am represented. Officials are elected.		Everyone is elected.	New York when it was New Netherlands existed for a company’s benefit.	How could government be improved?				A Dutch company ran New Netherlands.	Are people indebted to companies and supporters as the early leaders were?				Early government officials were appointed.	Who else is not elected?					How could I run for office?
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<p>Set the Stage</p>	<p>Ask some of these “Wonder” questions to activate thinking:</p> <ul style="list-style-type: none"> • Hold a tribal council meeting to decide: Should we read this book about New York’s government? Tell them you are not going to vote. You will only discuss until you are all in agreement. • Brainstorm: What are some government types? Consider showing news clips as well as primary-source documents to inspire thought, if necessary. • Post pictures of politicians students might recognize comingled with faces from this book to spotlight governmental leaders. • Start a timeline of New York’s governments and tell the students that they will be building this throughout their reading experience.
<p>Close Reading / Purposeful Reading</p>	<p><i>Using the essential questions and guiding questions as the purpose for reading, have students read the entire book at least once. Choose read aloud, guided, or independent format according to each student’s reading level. Use the VIPs: Very Important Points and People graphic organizer to foster engaged reading.</i></p> <ul style="list-style-type: none"> • Using the VIP organizer, ask students to read the book closely looking for very important points. Share VIPs in a discussion. • Use guiding questions to explore connections between people (citizens) and the government. • Hold a class discussion on how our state government operates for the citizens.
<p>Concept Mapping / Mind Mapping</p>	<ul style="list-style-type: none"> • Using the Finding Support for the Main Idea graphic organizer, ask students some of the essential questions such as: How does the state government support the best interests of its citizens? • Using the Identifying Main Ideas and Details graphic organizer, ask students to determine what the main message of this book is. Ask them for evidence from the text. <p>Create a Governmental Timeline Build a timeline of New York’s governments.</p> <p>Ask guiding questions to have students:</p> <ul style="list-style-type: none"> ○ Note important models ○ Note important people ○ Note enduring values of various governments that have survived through the ages ○ Note changes in government types that have evolved over time ○ Note how the concerns of government have evolved ○ Note the growth of government, etc.

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Text-Dependent Questions	Concrete Questions:	<p>Page 6: What kind of government did the Algonquians have?</p> <p>Pages 8, 10: Who were some Dutch and English governors of New York?</p> <p>Page 8: What were patroons and why were they a good idea?</p> <p>Page 14: What is the attorney general and the treasurer?</p> <p>Page 14: What is our state supposed to be doing for its' citizens?</p> <p>Pages 14, 16: What are the three branches of our state government?</p> <p>Page 16: What's the difference between the NYS Assembly and the NYS Senate?</p> <p>Page 18: What is the purpose of the court system?</p> <p>Page 18: What is the difference between the judge and the jury?</p> <p>Page 18: What does the court do?</p> <p>Page 20: What are the rights and responsibilities of citizens?</p> <p>Page 22: What is expected of citizens?</p> <p>How does the NYS Seal and flag represent New York and its citizens?</p>
	Main Idea & Supporting Details	<p>What does a "balance of power" mean?</p> <p>What systems influenced New York's government?</p> <p>How does an idea or bill become a law in New York?</p> <p>Did early rulers rule well?</p> <p>Are elections better than appointments?</p> <p>Do people have more of a voice today than before the American Revolution?</p> <p>Would the government's ability to tax affect the economy?</p>
	Deep Meaning	<p>How are people represented in our state government?</p> <p>How do people have a "voice" in government?</p> <p>What are the rights and responsibilities of New York citizens?</p> <p>What does it mean to be a good citizen?</p>

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<p>Building an Evidence-Based Claim</p>	<p>Possible focus questions for an Evidence-Based Claim that relates to the government of New York:</p> <p>Do people have more of a voice today than before the American Revolution?</p> <p>How are people represented in our state government?</p> <p>How do people have a “voice” in government?</p> <p>What are the rights and responsibilities of New York Citizens?</p> <p>What does it mean to be a good citizen?</p> <p>Using the Main Idea, Support, and Summary graphic organizer, have students try to answer the EQs.</p>
<p>Metacognitive Modeling</p>	<p>Model using the Supporting a Claim with Textual Evidence graphic organizer, and answer the question: How does the NYS Seal represent New York? Use textual evidence.</p> <p>Mind-mapping – Using a large mind-map with “NYS Government” in the center, have students build mind maps (Concept Mapping) as they read the book. This can be done on individual paper, or as a class on a large graffiti wall. (Bulletin board paper on the wall)</p> <p>Model using the Find Support for the Main Idea graphic organizer to ask students how NY government meets and protects the interests of its citizens.</p> <p>Hold a class discussion about all these EQs and their answers.</p>
<p>Prewriting Activities</p>	<ul style="list-style-type: none"> • Discuss and chart possible focus questions from a postreading RAN activity. • Use graphic organizer Supporting a Claim with Textual Evidence for students to take a position. • Use Main Idea, Support, and Summary graphic organizer. • Share the rubric for a quality final product.

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<p>Shared Knowledge Product / Postassessment Ideas</p>	<p>Narrative Writing Ideas:</p> <ul style="list-style-type: none"> • Create a booklet called <i>From Idea to Law: A Guidebook for the Common Man</i>. This should explain how an idea becomes a law. Use evidence from the text to support your guidelines. Research additional steps, if necessary. • Create a <i>Guidebook to Understanding New York's Government</i>. Include ideas for legislative action. Insure that you have used the vocabulary of the discipline. Include a page explaining how government has evolved since the Dutch East India Company. • Hold a mock New York State Capital Convention with an Assembly and Senate. Have students represent different areas of New York and discuss a critical issue. <p>In an information to knowledge journey, students can:</p> <ul style="list-style-type: none"> • Map their location on a New York map and identify their legislative districts. Research who represents them and what they believe in. Look at the Assembly and Senate websites for your representatives. • Advocacy in Action: Write their state representatives to advocate for a concern. Discuss, debate, and agree on a cause of mutual concern for your community. Write all local and state representatives, spotlighting the beliefs and premises of past leaders and how they would have supported your endeavors.
<p>Learning Extensions for Differentiation</p>	<ul style="list-style-type: none"> • Research what the Dutch West India Company was and consider whether the government leaders they appointed, such as Petrus Stuyvestant, were like today's political figures. • Visit your local legislature representative's office. Or invite your local representative into the class. Be ready to discuss a local issue with him or her. • Create a class government. Elect your governor and leaders. Appoint officials. Decide on important issues. How long would it take you to get to Albany? How long would it have taken 200 years ago? Why the change? • Does New York's form of government still work? How could it be improved? Research problems in government now and take a position. Use the Two Views: Two Sides to the Story graphic organizer, if appropriate.
<p>Accommodations</p>	<p>Active listening: Have English Language Learners or students who are reading below grade level listen to the audio narration in the Interactive eBook as they read along with the text. Students who need practice in listening comprehension may benefit from hearing the audio recording before reading the text.</p>

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<p>Reflection</p>	<p>Questions for reflection:</p> <p>What did I learn? Are my questions answered?</p> <p>What are the big ideas? What do I know? What do I need to know?</p> <p>Where is this happening today? What conclusions can I make?</p> <p>How do facts and main ideas connect? Is my evidence reliable?</p> <p>What are my questions? How can I organize my ideas?</p> <p>What do I want/need to know? Have I sorted fact from opinion?</p> <p>Why am I doing this? How can I best share what I know?</p> <p>How did I collaborate? Who is my audience?</p> <p style="text-align: right;">How can I use feedback to improve my product?</p> <p style="text-align: right;">Do I have new questions?</p> <p style="text-align: right;">What did I do well? What would I change next time?</p>
<p>Summative Assessment</p>	<p>See Writing with Evidence Rubric</p> <p>Odell Evidence Based Writing Rubric Grade 7 – Engageny</p> <p>New York State Grades 6-8 Writing Evaluation Rubric found in Educator’s Guide to the Grade 7 Common Core English Language Arts Test</p> <p>Grades 6 to 11 Expanded Scoring Rubric for Analytic and Narrative Writing - PARCCOnline</p>
<p>Postassessment</p>	<p>In your classroom create a model New York State government. Each student represents a district and prepares to write legislation regarding use of resources for economic growth. Select a specific focus by reading current news stories about this topic and tracking current points of view in the state government. Concept map these options and focus on one after discussion. Legislators write a bill for action regarding the issue. They create talking points for the members of the legislature that agree and oppose them. They present arguments in committee, forward a revised bill that includes compromises, and persuade representatives in both houses of government, Senate and Assembly, to take the bill to a vote. Involve testimony from citizens who support or oppose, information from experts inside and outside government. Role-play debate over the bill with attention to budget, environmental impact, local concerns, predicted benefits, and cost. The governor will take a position and either sign the bill or veto it and explain why. The bill will be funded and go forward or fail to be signed into law. Students reflect on the process in a forum.</p>

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Vocabulary of the discipline:

See Glossary page 23.

Introduce the vocabulary by listing the words and phrases for students on a word wall.

Go over each term and pronounce it several times. Ask the students to explain what they think the term means. When students use vocabulary knowingly, this indicates that they have an understanding of the meaning. Use these words in your grading rubrics, expecting students to speak with the vocabulary of the discipline.

alliance	clan	jurisdiction	settled
American Revolution	colonies	mayors	State Assembly
appointed	constitution	merchants	State Senate
attorney general	debates	obey	trading posts
ceremonial	government	province	treasurer
chartered	investors	ratified	veto
citizens	Judge	representatives	violation
city council	juries	republic	