

Letter from the Meekers

Grade Level: 4th	Subject: Social Studies
Central Focus: Meeker Mansion	Class Period: Writing Estimated Duration: 60 minutes
Where does lesson occur? End	Grouping: Individual
<p>Prior knowledge, skills and/or experiences needed: Needs to have the background knowledge of the Meekers and mansion provided by previous lessons. Needs to have already visited Meeker Mansion. Lesson requires notes to be taken while visiting the mansion. Knowledge on how to write a letter and how to write a narrative story is needed.</p>	* for younger grades use attached document if preferred

SS.5.4.1 *Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.*

W.4.3 *Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.*

W.4.4 *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience*

Learning Objectives:

Students will write narrative letters from the perspective of Eliza or Ezra Meeker and include at least one event and three details about Meeker Mansion

Targets for Students:

I can write a letter from Eliza or Ezra Meeker's point of view and include one event and three details about the mansion.

Assessment Strategies:

Written Narrative Letter

Student Feedback Strategies:

Written – feedback on what elements of the rubric they are missing or should improve on

Academic Language Demands:

Vocabulary: Letter – form of communication

Language supports:

Provide exemplar letters so students know what their letter should look like.

Accommodations and/or modifications:

Students may use each other's notes

Materials Needed:

Notes about the history of Meeker Mansion

Rubric:

Category	1	2	3	4
Content Accuracy	Letter has no accurate information or content specific about Meeker Mansion	Contains no details about Meeker Mansion	Contains one event and three supporting details about Meeker Mansion	Contains two or more major events with at least three details supporting each event at Meeker Mansion
Point of view	Written from student's perspective	Written from a perspective other than Ezra or Eliza	Written from Eliza's or Ezra's perspective	Written from Eliza's or Ezra's perspective
Narrative	Not related to the Meeker Mansion and contains no setting, events, or characters.	Setting is at Meeker Mansion but they are missing an event	Contains an event, supporting evidence, at least two characters (the perspective of Ezra or Eliza and whomever	Contains an event, supporting evidence, at least three characters (the perspective of Ezra or Eliza, whomever they

			they are writing to), and is about Meeker Mansion	are writing to, and mentioning someone associated with the Meekers), and is about Meeker Mansion
Letter	Not a letter	Contains only two of the following: greeting, date, body, closing, and signature	Contains greeting, date, body, closing, and signature	Contains greeting, date, body, closing, and signature

Teaching Plan:

Time	Teacher Behavior	Student Behavior	Assessment to monitor learning
Opening of Lesson			
3 minutes	Introduce lesson: We are going to be taking the information that we learned from visiting Meeker Mansion and writing a letter from the perspective of Ezra or Eliza while they were at the Mansion to someone they knew	Either writing down directions or actively listening to instructor.	
Body of Lesson (may want additional rows to make your steps explicit)			
5 minutes	Explain expectations: · Must include at least one significant event that occurred at the mansion while	Either writing down directions or actively listening to instructor.	

	<p>Ezra and Eliza lived there</p> <ul style="list-style-type: none"> · Must include three physical features of the mansion to support their event. · Must be in letter format (date, greeting, body, closing, signature) · Notes on mansion may help their writing process 		
50 minutes	Walk around to help students if necessary.	Students are using this time to write their letters.	Observation
Closure and end of lesson			
1 minute	Collect assignment and grade when desirable.	Turn in letter.	Written letter – use rubric

NAME _____

DATE _____

Exploring by Sea

Level **1**

Writing Activity

Letter From an Explorer

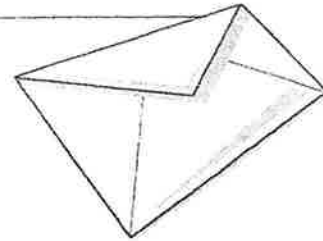
Write a letter to the king from the point of view of an explorer. In the letter, write about your exploration. Use the format below to help you organize your letter. Write a final draft of your letter on another piece of paper.

I will be writing a letter from the point of view of _____

HEADING

The date of my letter _____

Write the date in the top left section of the letter.



GREETING

My letter will be written to _____

Include a greeting such as *Dear* with the name of the person you are writing to.

BODY OF LETTER

What did you see?

What did you hear?

What did you feel?

What did you smell?

What did you taste?

CLOSING

Be sure to close your letter with a salutation such as *Sincerely* or signed *Your most humble servant*.

On your final draft, close the letter by signing the explorer's name.