

Lesson Plan

Date:	Grade: 7th	Duration: 90 minutes	Title: The Bear River Massacre
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State Core Standards:

- UT Standard 2.4: Students will research multiple perspectives to explain one or more of the political, social, cultural, religious conflicts of this period, including the U.S. Civil War and more localized conflicts such as the Utah War, the Mountain Meadows Massacre, the Bear River Massacre, the Black Hawk War, or other Federal-Mormon conflicts. (history)

Objectives:

- Students will be able to present an understanding of the events of the Bear River Massacre
- Students will practice the skills of sourcing and contextualization to analyze primary sources from the Bear River Massacre and the implications of the event
- Students will utilize information gained from analysis to form their own claim determining whether the event was a battle or massacre, as well as provide warrants and evidence to support their claim
- Students will use their claim to propose a design for the memorial, including selecting a label for the event and creating a brief written description of what occurred

	Plan	Specifics/Notes
Bell Ringer	We often place labels on things that make us think about them in a certain way or with a narrow perspective. What labels can you think of that makes you view something with a specific perspective?	Each student will either get a physical sticky note to answer the question on, or we will use MindMeister or Padlet to create a collaborative space.
Developing Background Information	We will watch this video to establish background knowledge on the Bear River Massacre and conflicts involved in Mormon Settlement in the late 19th century. After watching the video students will quiz each other to make sure they have the content knowledge necessary for the rest of the lesson.	Students will pair off and decide who is partner 1 and who is partner 2. They will then ask each other the questions found here . After a short discussion we will answer the questions as a class to make sure everyone has grasped the content.

<p>Primary Source Activity</p>	<p>Model how to use historical literacy skills to read sources and fill out the graphic organizer</p> <p>In groups of 3 - 4, read through the primary sources and fill out the graphic organizer. Then discuss the questions on the back and record your answers.</p>	<p>Make sure the sources are adapted to grade level.</p>
<p>Think/ Pair/ Share</p>	<p>Discuss with someone not in your group– how did the events at Bear River change the dynamic of settlement in Utah? Should the events be referred to as a Massacre or a Battle? Why? How might people’s perspective of the event change if we referred to it in this way?</p>	<p>Students will move back to their original seats and talk with their elbow partner.</p>

<p>Assessment of student learning</p> <ul style="list-style-type: none"> - Completion of graphic organizer and guiding questions - Partner discussion - Class discussion
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<p>Adaptations for diverse learners/ Special circumstances</p> <ul style="list-style-type: none"> - For students who have trouble writing, you may have them highlight the documents with various colors depending on which interpretation is being supported as an alternative to filling out the graphic organizer. - Strategically place learners into effective groups based on objectives and needs. - Provide different tiers of guided notes for different needs. A second language learner or student with additional needs may benefit from a vocabulary list or definitions of challenging terms included in the documents.
