

Extended Common Core Social Studies Lesson Plan

Lesson Title: Nevada: The State of Sin?

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Appropriate for Grade Level(s): 7

US History Standard(s)/Applicable CCSS(s): H2.[6-8].5 Describe the impact of the United States military and atomic testing on Nevada. H2.[6-8].6 Describe the effects of tourism and gaming on Nevada. G6.[6-8].1 Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world. *CCSS.ELA-Literacy.RH.6-8.1* Cite specific textual evidence to support analysis of primary and secondary sources. *CCSS.ELA-Literacy.RH.6-8.2* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. *CCSS.ELA-Literacy.RH.6-8.9* Analyze the relationship between a primary and secondary source on the same topic. *CCSS.ELA-Literacy.WHST.6-8.1* Write arguments focused on *discipline-specific content*.

Engagement Strategy: Text Annotation, Funnel Summary, Gallery Walk, Socratic Seminar

Student Readings (list): “The Ten States that Profit most from Sin,” Huffington Post, 2011:

http://www.huffingtonpost.com/2011/05/14/ten-states-profit-most-sin_n_861854.html

“Nevada Looks to New Brand to Rise Above Vegas Image,” Barry Silverstein, 2011:

<http://www.brandchannel.com/home/post/2011/12/01/Nevada-Looks-to-New-Brand-to-Rise-Above-Las-Vegas-12011.aspx>

“With Gambling in Decline, a Faded Reno Tries to Reinvent Itself,” New York Times, 2012:

<http://www.nytimes.com/2012/07/15/us/with-gambling-in-decline-reno-struggles-to-reinvent-itself.html?pagewanted=all&r=0>

Total Time Needed: 2-3 regular class periods

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
Day One: 10 minutes	Short guided discussion/lecture: Ask students to think about what makes Nevada unique from other states. Explain/elicite ideas the unique environment in NV: the use of irrigation to water the desert, the large amount of space, the majority of land is owned by the federal government, etc. Explain that these unique attributes are causes (and results) of Nevada's unique economy. We have to make money in unique ways because our environment is unique.	Read the 10 th Amendment aloud and discuss what it means for states. Discuss what the 10 th Amendment means for Nevada – share examples of laws that are unique to Nevada (examples might include: speed limits, gambling, driving age, smoking laws, gun laws, etc.) Summarize: Nevada is a unique state because...
Day One: 15 minutes	Illicit Entertainment/behavior: Define illicit. Show powerpoint (contact Mena via email for copy of the powerpoint) of images arranged roughly into chronological order (prostitution, prizefighting, gambling, easy marriage and divorce, atomic testing) that were made legal	Title a page, ILLICIT ENTERTAINMENT Define ILLICIT: adjective for behavior or activities that are taboo or inappropriate to many members of society – some would say it is a synonym for evil or wrong or inappropriate (and that kind of behavior is

	in our state – and the years they became legal or practiced.	SIN...) Timeline Notes: Students will view powerpoint of images and note the type of behavior/entertainment, the year, and a short description of each.
Day One: 10 minutes	Sinful States Pass out article from the Huffington Post, and guide partnerships in their reading of it.	Read listing of the 10 states that make the most money from “sin” with a partner. Annotate article: <u>underline</u> interesting information; circle information related to our discussion about illicit behavior and sin; star (*) information you’d like to ask about later.
Day One: 5 minutes	Rebranding NV Pass out rebranding article. Read it aloud to students as they continue their annotation from the previous article.	Read rebranding article. Annotate article while reading along with the teacher.
Day One: 15 minutes	Summarize with Funnel Activity Guide students to summarize their reading. Go around the room in a whip-around asking students to orally share one learning outcome statement each.	In notes, summarize the two articles read today through funnel activity: review articles and highlight the most important sentence – the main idea. Share with a partner. Then, choose one main word from that sentence. Share out whole class to list on the board. Then, using the words that the class listed (try to use them all) write a 1-2 sentence summary of each article. Respond to one learning outcome statement: I learned..., I think..., I feel..., I wonder....
Day Two: 5 minutes	Gallery Walk Prep students with questions and guidelines for Gallery Walk. *Note, the classroom should be arranged to accommodate one large circle of desks or tables. Documents can be displayed on desktops or posted to walls (I like to use the hallway for galleries, too.)	Write on a piece of paper, “ <i>Why does Nevada base much of its economy on illicit behaviors? And Did Nevada’s legislators purposefully bring illicit entertainment to Nevada or was it an unintended consequence? Explain using evidence.</i> ”
25 minutes	Gallery Walk Guide students to focus on evidence as they look at sources around the classroom. (Email Mena for a copy of the powerpoint with source documents and images.)	Rotate around to various images and other primary sources that are on display on the walls (alternately, they could pass the documents around and stay seated.) Discuss each document and write down any evidence that can be used to answer either of the questions.
20 minutes	Seminar Discussion Review discussion norms with students; post them on board or document camera.	Sit in circle with documents, notes, articles available. Read the two questions again and discuss

	Facilitate discussion by encouraging participation by all students and occasionally rephrasing questions, etc.	evidence that helps to answer the questions.
5 minutes	Write a claim Guide students to write a claim statement that answers one of the two questions posed.	Write a claim statement on a separate piece of paper as a ticket out.
Day Three (or Homework) 55 minutes	Essay Review structure of effective essay. Assist students as they write.	Write a complete essay (paragraph-length) to answer one of the questions posed. It must include introductory statement, claim statement, and at least three pieces of evidence with reasoning, and a concluding statement.
Alternate Day Three/ Homework/ Extension Activity	Advertising Project Offer students modes of advertising: billboard; Reno arch, commercial, airport sign	Create a list of 20 words that really describe Nevada. Using those ideas, create a new slogan to replace “Biggest Little City in the World” or “The Adventure Place” or “What Happens in Vegas, Stays in Vegas.” Students use images and design to <i>sell</i> the slogan.

Description of Lesson Assessment: Students will be assessed on the quality of their discussion before they write on their chosen prompt/question. They will earn credit for focused, evidence-based comments and questions. Their writing will be scored on a rubric based upon Common Core standards for argumentative writing.

How will students reflect on the process and their learning? Before submitting their writing, students will color-code their sentence types: claim, evidence, reasoning, and their intro/conclusion. This ensures they have created a complete, thoughtful essay. They will turn their essay in with a completed rubric – students will assess themselves and then be able to compare their assessment with the teacher’s scoring.

Grade 7: Model Essay

Did Nevada's legislators purposefully bring illicit entertainment to Nevada or was it an unintended consequence?

Historian Michael Green said of Reno: “[It] started off as a place to “stop” - en route to more important points westward - and has evolved into a city that is desperately trying to become (again) a place to go.” Nevada got famous and earned statehood largely as a result of the mining industry, but when the economy declined with the decline of mining, Nevadans had to begin encouraging people to visit and move to Nevada for other, often illicit, reasons. Nevada legislators purposely used illicit behavior to bring people to Nevada. In 1897, prizefighting was legalized to encourage tourism despite many outsiders, like Reverend Gilbert, calling it a “shame and disgrace.” Because other states didn’t want to have people earn money for fighting, Nevada got the boxers and the money from the people who came to watch. Then, in 1931 Nevada legalized gambling. This brought new tourism to the state and helped many Nevadans survive the Great Depression. At the same time, Nevada allowed out-of-state couples to get divorces after living in the state for only 6 weeks. Hotels, restaurants, and other attractions purposely advertised to wealthy people who might want a divorce. All of this “sinful” behavior kept Nevada’s economy going. Even in modern times, Nevada earns 12.83% of its money from illicit behavior, mostly gaming. This makes Nevada the state that earns the highest percentage of its money from sin. So, even though many of us who live here are embarrassed by it, Nevada was definitely sold as a “state of sin.”

Student Notation Key:

CLAIM

EVIDENCE

REASONING

INTRODUCTION

CONCLUSION

KEY VOCABULARY

To be scored with SBAC rubric accessible here: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf>