

“Last Round Up”

Resource Summary: Students will research, strategize and debate the issues of “Eminent Domain,” that are closely related to the tale *The Last Roundup*.

Subject Areas: Social Studies, Language Arts

Grade Level Range: 4th – 8th

Standards:

CCSS.ELA-Literacy.RI.5-3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5-6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.5-9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5-10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Speaking and Listening.CC5-1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

College and Career Readiness Standards:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Historical and Social Sciences Analysis Skills

5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Resources Provided By: Tim Barker, Hope Elementary School, Hope Elementary School District

Resource Details:

Anticipatory Set: Before starting the Tale, have students contemplate and share their thinking in a visible thinking strategy: These are two excellent methods to get students to think.

<http://www.rcsthinkfromthemiddle.com/chalk-talk.html> This is an informational site to help guide you through a Chalk Talk.

www.versoapp.com It's a free and highly engaging digital platform for a chalk talk.

With either routine: prompt:

What should the role of the government be when it comes to regulating private property? Should government have a hands off approach, letting private owners do whatever they want? Should the government be able to control what private owners can and cannot do on their own property? If so, to what extent and why?

Make sure to decompress the visual thinking strategy. As a student progresses through a visible thinking strategy, they are apt to change their minds and grow. When evaluating the learning process, students use metacognitive skills in identifying how and why they grew. To do this, simply ask students if they changed their minds while reading other students work. If so, what prompted them to change their minds?

After that, display the Fifth Amendment to the U.S. Constitution, specifically the “takings” clause, which forbids the taking of private property for public use without “just compensation.” Ask students what this means and come up with some examples. Expanding the road, creating an airport, expanding public utilities, etc....

Introduce the term: Eminent Domain: As defined by Google: Eminent Domain is the right of a government or its agent to expropriate private property for public use, with payment of compensation.

Introduce the tale and relate it to the discussion of eminent domain and the Fifth Amendment.

Before starting the movie, assign table groups different characters or players in the movie. They need to think about the problem from their perspective, so that they can participate in a visible thinking strategy called Circle of Viewpoints. The groups will either be the owners (The Vails and/or Vickers), the Government employee that is striving to create a National Park, or the citizen on the mainland that wants to play and spend time on the islands.

After watching the tale, have students discuss in their small groups how their player would feel about the government taking the land from these families. After five minutes, have students defend their perspective in a class discussion.

Then define the main activity. Students will participate in a debate in which they will either be for or against the clause in the Fifth Amendment giving the government the right to compensate private owners for the “taking” of their land. Students will be assigned a side. They will research in teams of two or three to support their position. They will need details and stories to highlight their own positions. For more information about how best to model your debate, check out the additional resource list.

Opinion: I am for/against the idea of Eminent Domain.
Fact 1
Fact 2
Fact 3

After any good debate, let students choose the side that they would most likely support, not based on the merits of the debate, but based on their own values and feelings.

Then the class should reflect on the process of the debate. What was effective? What language is most effective to persuade somebody that hasn't made up their mind? Etc.

Additional Resources:

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<http://www.rcsthinkfromthemiddle.com/chalk-talk.html> This is an informational site to help guide you through a Chalk Talk.

<http://www.rcsthinkfromthemiddle.com/circle-of-viewpoints.html> This is an informational site to help guide you through Circle of Viewpoints.

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml This is a great resource to use for holding a debate in your classroom. It includes rubrics, rules and guidelines.