

Social Studies Lesson Plan

Date: 10/8/21

<p>Grade: 5th</p> <p>Materials: Popsicle sticks, clay/Play-Doh/glue, cloth, markers</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Subject: Social Studies</p> <p>Technology Needed: Smartboard</p> <p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: Students will first do a large group activity with direct instruction. I will talk to the students about different kinds of homes that the early Indigenous people may have lived in long ago. After that, students will be put into groups and will work on building a teepee in order to get a deeper understanding of the ways that Indigenous people used to have shelter. Students will also have technology integration in the lesson by receiving a short lecture on different types of housing for Indigenous people.</p>
<p>Standard H.3_5.3 Describe the North Dakota Native American Essential Understandings</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: Students who are below proficiency in regard to math will be given problems that are easier to solve using the Big Seven method, as well as some more difficult ones in order to challenge them as well. I will also be roaming around the room and making sure that those kids are understanding how to use this method. If they struggle with the method, I will help them to better understand the material by doing some one-on-one time with the students.</p> <p>Above Proficiency: Students who are above proficiency will be given the same worksheet as those who are approaching proficiency. If the assignment proves to be too easy for the students, they will then be given harder equations to try and solve.</p> <p>Approaching/Emerging Proficiency: Students who are emerging proficiency will receive the same worksheet that everyone else does. If they find the assignment to be too easy, they will then receive the same accommodations that those who are in the above proficiency category. If they are struggling, they may receive some of the same accommodations as those who are in the below proficiency category; however, these students should not need to receive some easier equations. They will instead just receive some more one-on-one help.</p>
<p>Objective By the end of the lesson, students will be able to explain different types of shelter that early Indigenous people used to live in by creating their own models of said shelters.</p> <p>Bloom's Taxonomy Cognitive Level: Analyzing: Students will be able to explain the different types of shelters that early Indigenous people used to live in Creating: Students will be able to create a model that depicts an old Indigenous people's shelter.</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will be able to <i>see</i> the different types of shelters that Indigenous people used to live in, as well as the models that their peers create. • Auditory: Students will be able to <i>hear</i> about the different shelters, as well as <i>hear</i> how their peers created their models for housing. • Kinesthetic: Students will be able to <i>move</i> around the classroom and <i>create</i> a model of an old Indigenous shelter.

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	<ul style="list-style-type: none"> • Tactile: Students will be able to <i>touch</i> the model that they created and will be able to <i>touch</i> the materials to create their own old form of shelter for Indigenous people.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>For this lesson, students will be placed into groups where they are able to work calmly, as well as with students who may be above or below their understanding of social studies and Indigenous culture. This will be done in order to make sure that ALL learners will be able to understand the lesson, as well as making sure that the students are working with a group that they may not have chosen on their own. For our students who are Indigenous, they will be each be placed into separate groups. This will be done as a way to help their peers to better understand the culture of their tribe, as well as a way to create more diverse groups within the classroom. As for movement, the students will move when they are going into their groups, as well as when they are creating their models of the old shelters. Students will be able to move their desks if they please, but they may need to go to another area of the classroom if more of their peers are on the opposite side. Finally, transitions will be done at the beginning, middle, and end of the lesson. I will use the phrase “3, 2, 1, talking is done” to which they will slow down their talking, and eventually stop talking. If the students continue to talk, I will go up to their “Quiet” board. If the students continue to talk, I will erase part of the part until the students stop talking. This is something that Mrs. Miller does throughout the day. As for the overall classroom management, I will be using Love and Logic. If the students are talking during the lesson, I will say “I’ll wait.” And then wait for the students to “finish” their talking. If they continue to talk, I will again walk up to their quiet board. After that, students will then focus on social studies. In the middle of the lesson, students will be transitioned from group time to teacher time. At the end of the lesson, students will be transitioned from social studies to getting ready to go home for the day. They will be reminded at the 10- and 5-minute mark for how much time they have left within their lesson.</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <p>During the lesson, students will be expected to behave as if Mrs. Miller was teaching. Students will be expected to be at a voice level of 0 when I am teaching and/or talking. During work time, students will be expected to remain at a voice level of 2. While students are working on their shelters, they will need to make sure that they are not making a mess. They will be given the proper amount of popsicle sticks that they need, and once they have made up their mind how they want to create their tipi, they will then come up to either Mr. B or Mrs. Miller and get some Play-Doh/Glue/Clay. Once they get this, they will then start making their model. Once they have created the shelter, they will then place the cloth over it (if they created a tipi), or they will need to color it.</p>
<p>Minutes</p>	<p style="text-align: center;">Procedures</p>
<p>5</p>	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • There will be one cup that will need to be filled with popsicle sticks • There will be a place for the glue/Play-Doh/clay that <i>only</i> the teachers have access to • There will be a place for the cloth that the students will have access to <i>once</i> they get their shelter constructed • Students will have their own markers ready to color if they chose to do so during the lesson • The smartboard will have a picture of old Indigenous shelters, and we will discuss the different kinds <i>during</i> the explain section • Once all of this is set up, they will be transitioned from their Daily 5 time. I will say to the class “Class, class” to which they respond with “Yes, yes”. Once they give me this response, I will tell them that they have five minutes left of their Daily 5 time, and they will need to start wrapping up in order to be ready to start on social studies.
<p>2-5</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • In order to engage the students, I will say to them <ul style="list-style-type: none"> ○ “Okay class, can anyone in here tell me what a shelter is?” <ul style="list-style-type: none"> ▪ Once they give their answers, I will tell them that there a multitude of different answers. <ul style="list-style-type: none"> • This includes their home, school, parent’s work, and many other places ○ We will then briefly discuss the importance of shelter and how we need it in order to be warm and protected from the weather conditions outside.

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5	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> • I will then show them pictures of what old Indigenous shelters used to look like. I will show them this through a short PowerPoint Presentation (https://umary0-my.sharepoint.com/:p:/r/personal/mtbjelland1_umary_edu/Documents/EDU%20400%20Lesson%20%231%20Social%20Studies%20Presentation.pptx?d=w8f4e21cd7d3948ccacd8f71d929547c4&csf=1&web=1&e=CbDH2x) • I will explain each one to students • After this, students will be told what the next part of the lesson is <ul style="list-style-type: none"> ○ “Okay class, now that we have discussed what Indigenous People shelters used to be, we are now going to create them in order to get a better understanding of the housing. We will be creating a tipi today. You will need the following materials: popsicle sticks, glue/Play-Doh/clay, cloth, and markers. You are first going to be placed into certain groups. Once you are placed into your groups, only one member of your team will first need to grab the popsicle sticks. Once you have decided how you will build the tipi, you will then come up and grab the glue/Play-Doh/clay in order to get the popsicle sticks to stick together. Once this is finished, you will come up and grab a piece of cloth. Once you have it, you will then place a piece of cloth over the tipi, and then you will be finished. If you finish before your peers and a good chunk of time is remaining, you and your team can decorate the tipi if you would like.” 	
10	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • During this time, students will be creating their tipis. They will work in groups created by Mr. B and Mrs. Miller, and will work on building the tipi until the end of class <ul style="list-style-type: none"> ○ I will walk around the classroom during this time, and I will ask students why they made certain choices while constructing their tipis. <ul style="list-style-type: none"> ▪ “I see that you guys decided to draw a hunter on the tipi, why did you do that?” or “I see that you guys chose to make your tipi lower and wider. Can you tell me why you guys decided to make that choice?” <ul style="list-style-type: none"> • This will allow for students to think about the choices that they made during their lessons, and why they thought it would be a good idea to do certain things. 	
1-5	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • In order to wrap up the lesson, the students and I will talk about the evolution of shelter. <ul style="list-style-type: none"> ○ We will discuss about how we now have houses, apartments, trailers, and many other different types of shelters. Due to the indigenous people, they have helped the settlers to create new methods of building different types of shelters. 	
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) <p>Student learning will be monitored throughout the lesson by checking to see how they are doing while building their shelters. They will be talking with their peers as to what would be the best way to build the shelter, as well as talking about the different shelters that people used to live in. It will also be monitored by their teacher Mr. B, who will be walking around the classroom asking students questions about the building process, and why they made certain choices.</p>		<p>Summative Assessment (linked back to standard, END of learning)</p> <p>Students will be given a summative assessment at the end of their Early People’s unit. In this assessment, they will do a research project about each of the Indigenous Tribes within the textbook.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>After doing this lesson, I felt pretty confident. It went very well, and the kids liked it a lot. One of the biggest aspects of the lesson that went well was the student engagement; particularly that of my students who are Indigenous. They were very active within the lesson, and even talked about some of the different aspects of the housing that the students would not have learned from my lesson. This was something that I felt made the lesson a lot more powerful, as it was a lot more personal to some of the students who are in my classroom. Another aspect of the lesson going well was having the students create a tepee, as the students liked being able to physically create the housing rather than just talking about it. This was a good way to involve kinesthetic learning within the classroom, as well as tactile. The students were able to learn more about Indigenous housing before the colonization of America had occurred. The students also learned about how to properly use materials within the classroom, which is one of their norms. This helped them to dive deeper into the knowledge of these topics, as well as reinforce one of their classroom norms. I knew that this occurred because the students were talking about the content while they were creating their tepee’s. Additionally, on their summative assessment, they all did very well due to the fact that all of this material was taught and then reinforced in a fun way. Their assessments were done over the course of a week, with students getting it on October 13th, and having to turn it in on October 20th. One change that I would make to the lesson is to add that the clay needs to be about 1 cube per kid and have that cut out</p>		

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and ready for the kids. While we were getting ready for this lesson, I forgot to cut out the clay. This took some time out of the student work, and it is something to be cognizant of when doing this lesson. Additionally, another thing that I would change within this lesson is showing the students how to do the base of the tepee. I forgot to mention to the students primarily that they needed to roll the clay and make it into a shape of a worm, wrap it around the base of the plate, and then stick the popsicles in facing the middle. I should've given these explicit instructions to the students, as they were confused initially.