**Molloy College**

**Division of Education**

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Course EDU 351 Date 4/12/2019

Grade 5: Happiness Content Area Social Studies

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After reviewing documents about the three events in a statement strategy exercise, students will present information to diverse audiences by performingan *Act It Out Statue* exercise and writing a museum statue caption based on the historical documents given. Students will score at least a 2/3 based on the *History Alive Rubric* and a 4/5 based on the teacher created *Museum Caption Checklist*.

**NYS STANDARDS AND INDICATORS**

**Social Studies Standards**

**5.5 COMPARATIVE CULTURES:** The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

5.5a: The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

**Indicator:** This will be evident when students create a *statue scene* of their *document* on cultures of the Western Hemisphere and write a *museum caption* to go with their scene.

**ELA Standards:**

**5W: Text Types and Purposes:** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

**Indicator:** This will be evident when students write their *museum caption* to describe their *statue scene*.

**5SL: Presentation of Knowledge and Ideas:** 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.

**Indicator:** This will be evident when students present their *statue scenes* and present the knowledge that they gained from their specific *documents*.

**National Council for the Social Studies**

II, Time, Continuity, and Change:

E. demonstrate an understanding that people in different times and places view the world differently.

**Indicator:** This will be evident when students present ideas represented in their documents that portray different viewpoints during the *statue scene*.

**Social Studies Practice: Habits of Mind Skills**

1. Chronological Reasoning

6. Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.

**Indicator:** This will be evident when students present the turning points in history through their *statue scene* and recognize how people felt during these changes in time.

**INSTRUCTIONAL RESOURCES**

* SmartBoard
* EDU 351 Google Slides Presentation
* Historical Event Documents
* Act It Out Statue Instruction and Planning Sheet
* Museum Statue Caption Worksheet
* History Alive Rubric
* Museum Statue Caption Checklist

**MOTIVATION *(Engaging the learner(s)\*)***

Teachers will model the *Act it Out Statue Scene Activity* by portraying two soccer players on the field. Students will actively participate by guessing what the teachers are trying to act out or portray. If the students need help in guessing what the teachers are representing, Dr. Sheehan will tap on one of the teacher’s shoulders and the teacher will say, “Pass, I’m open!”

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Teachers will review CHAMPS and explain the rules and overview of the lesson.
2. Teachers will model their own *Statue scene* to engage the class and demonstrate what they students will have to do.
3. Students will get back into the groups and review their statements from the *statement strategy* activity from the previous lesson.
4. Teachers will monitor the students’ activity and review the statements they have created. (*What event did your group look at yesterday? What did you determine about the statements? Which where true? Which were false?)*
5. Students will work in their groups based on the historical events to plan an *Act It Out Statue* activity.

*(What do you think is the main idea of your document? How do you think the people involved in the event were feeling? How do you think you can pose to portray the emotion of the people?)*

1. Students will perform the *statue activity* in their groups to represent the events described in the documents from the previous lesson.
2. While one group is performing, the other groups will be guessing what event they are portraying.

(*What event do you think this group is portraying? Who do you think the statues are? What do you think their facial expressions mean? Why do you think he said that?)*

1. Students will complete the *Museum Statue Caption Worksheet*, drawing their *statue scene* and writing a paragraph to describe what is taking place in the picture.
2. Teachers will revisit the compelling question with the class.

(*Does where you live in the Western Hemisphere determine your happiness?)*

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Cooperative Learning** (Engage students in working together on assigned activity)

**Indicator:** This will be evident when students work together in groups to discuss their *document* and create their *statue scene*.

**Modeling** (Showing rather than telling by acting out desired behavior)

**Indicator:** This will be evident when the teachers demonstrate the *statue scene* during the motivation and students guess what is being represented.

**Scaffolding** (Providing support and moving students toward greater independence)

**Indicator:** This will be evident when teachers ask students questions related to their *documents* to guide them in creating their *statue scene*.

**ADAPTATIONS *(Exceptionality\*)***

For the student who has trouble hearing, the teachers will speak clearly and loud enough as well as stand close to him so that he is able to understand what is being said. This student will also benefit from having the directions written on the *Act it Out Instruction and Planning* sheet.

The students who need refocusing and repeated directions will benefit from having the directions written on the *Act it Out Instruction and Planning* sheet in front of them. The teachers will be sure to keep each teacher-centered portion of the lesson short and to the point so that they do not lose focus. The teachers will also be sure to monitor these students closely and ask engaging questions when they are working in their groups to make sure they stay on topic.

**DIFFERENTIATION OF INSTRUCTION**

**Visual Learners:** Students will form *statue scenes* to recreate their document and bring history to life for the class.

**Auditory Learners:** Students will benefit from conversations with their peers as well as listening to the spoken lines from the statues.

**Interpersonal Learners:** Students will discuss and work together to create their *statue scene* to represent their *document*.

**Intrapersonal Learners:** Students who do not like to speak in front of the class will prefer to stand in a statue to represent their document and be limited to only one line.

**Choices:** Students will be able to choose how they want to create their *statue scene* and what role they want to play in it.

**Kinesthetic/Tactile Learners:** Students will thrive off of being able to move around the classroom and use given props/costumes for their *statue scene*.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

**Informal**

Teachers will monitor the students’ activity during groupwork and ask questions to assess for understanding of the *documents*.

**Formal**

Students will participate in an *Act It Out Statue* activity in their assigned groups and will receive at least a 2/3 on the teacher created *History Alive Rubric*. Students will also individually complete the *Museum Statue Caption* worksheet and will receive at least a 4/5 on a teacher created *checklist*.

**INDEPENDENT PRACTICE**

Students will create a caption for their *statue scene* as if they are going to be placed into a museum. Students will be given the option to complete this for extra credit, as they typically are not assigned homework.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

**Direct Teacher Intervention**

For the students who did not meet the requirements of either the *Museum Caption Rubric* or the *Act it Out Statue Scene*, teachers will work one-on-one or in small groups with students to help them verbally describe the museum scene and how the people from that time felt. The teacher will propose different scenarios that relate the students’ real life so that they can understand how the people in the documents felt.

**Academic Enrichment**

Students will work in small groups to create their own *Act it Out* scene consisting of three to five minutes. Students will have to research more in depth about the specific topic that they are acting out so that they can demonstrate a realistic scene from history.

**REFERENCES**

Next Generation Learning Standards. (n.d.). Retrieved April 1, 2019, Retrieved from

<http://www.nysed.gov/next-generation-learning-standards>

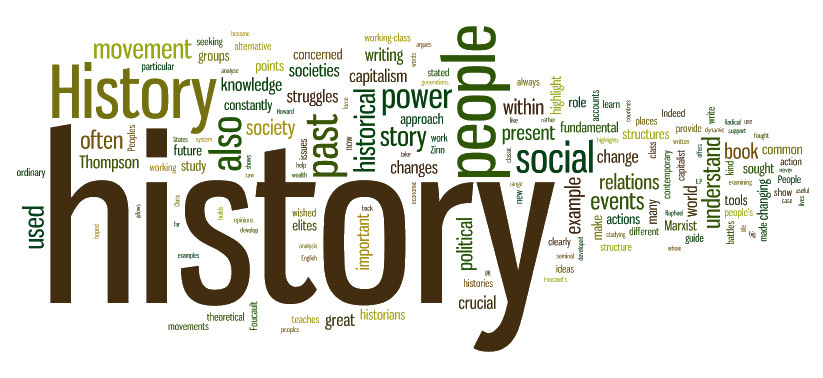
**History Alive**

**Act it Out Statue Directions**

1. You will be working with your assigned groups and reviewing the documents from the previous lesson.
2. Using the statement strategies that you worked with yesterday, you will be creating ‘statues’ in the front of the class and preparing one line for each statue.
3. Each person will stand in their statue model so that you all come together as a group to create a scene.
4. If you are tapped, you will say the line that you planned for your character.
5. You are encouraged to use props and costumes!
6. As a good actor, it is important to get into character and make your audience feel the emotion of your character!

Remember:

* Include at least **3** accurate facts from your document.
* Present your line clearly and do not speak over one another.
* Use your statement strategies and props to help build your scene!



Statue Planning Sheet

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**History Alive Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| Historical Accuracy | Contains three accurate facts from the documents. | Contains one or two accurate facts from the documents. | Contains no accurate facts from the document. |
| Performance Quality | The actors wait for each other to present their lines and can be heard clearly and loudly. The actors do not need to read lines, but actually speak the parts. All students are involved. | The actors wait for each other to present lines and can be clearly heard. The actors may need to read lines but these lines can be clearly understood. All students are involved but some only minimally. | The actors speak at the same time and/or the actors cannot be heard. Not all students are a part of the presentation. |
| Creativity and Passion for the Performance | The performance is especially creative and captures the imagination of the audience and brings to life the concept in a unique way. The actors dramatically and creatively use props. | The performance is creative and entertains the class but does not bring to life the concept. Actors use props. | The performance lacks creativity and the actors lack passion. Actors do not use props. |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points\_\_\_\_\_\_\_

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**Museum Caption**

**Directions**: Imagine the statues that you acted out in class were placed into a museum! Draw what the scene would look like and create a title and caption for the plaque underneath the statues! Remember to include at least 2 factual sentences. Be creative and have fun!

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**Museum Caption Worksheet Checklist**

1. **Format**
   1. Students use proper grammar (capital letters, punctuation, etc.).
   2. Students write in full and complete sentences.
2. **Factual Information**
   1. The caption contains at least 2 factual sentences.
3. **Creativity/ Drawing**
   1. The caption is creative.
   2. The drawing represents the scene being described.
4. **Summary/Accuracy**
   1. The caption and drawing are accurate to the event being represented.

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_/6**