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Course: EDU  
Grade: 6  
Content Area: Social Studies

Dr. Sheehan  
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Topic: Ashoka and Ancient India

### **INSTRUCTIONAL OBJECTIVE (Lesson Objective\*)**

After reading the book *Giraffes Can't Dance*, students will form an opinion based on evidence by producing a short paragraph on what their character strengths are, and will demonstrate mastery of the objective by providing three accurate, relevant facts.

### **STANDARDS AND INDICATORS**

#### **New York State Social Studies Standards:**

##### **Key Idea:**

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

##### **Key Concepts:**

6.5c. A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

**Indicator:** *This will be evident when the students learn about character strengths and apply these to Ashoka.*

#### **National Social Studies Standards and Themes**

1. Individual Development and Cultural Identity
  - Role of social, political, and cultural interactions in the development of identity
  - Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions and lived experiences.

#### **NCSS C3 Inquiry Arc**

##### **Dimension 1:**

Dimension 1 of the arc features the developing of questions and the planning of investigations.

With a robust question in mind, teachers and students determine the kind of content (Dimension 2) they need to create a plan to address their questions.

### **Common Core ELA Standards**

#### CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

**Indicator:** *This will be evident when the students write and collaborate with their partners.*

### **Social Studies Practices: Habits of Mind**

#### F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

**Indicator:** *This will be evident when the students take part in a class discussion and work together with their partners.*

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

The students will be motivated by reading the book *Giraffes Can't Dance*.

### **MATERIALS**

- SMART Board
- *Giraffes Can't Dance*
- Character Strengths Worksheet
- Writing utensils

### **STRATEGIES (Learning Strategies\*)**

- Group discussion

- Cooperative groups
- Independent work

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

- A student who is an English Language Learner will be given a book in their native language to refer back to. Also a sheet with the pictures describing the character strengths will be provided to them.
- The hearing impaired student will be provided with a voice amplifier.
- A student with poor fine motor skills will be given scribed notes.

### **DIFFERENTIATION OF INSTRUCTION**

For linguistic students writing the paragraph will help them.

For auditory learners having the book read to them out loud will help them.

For social interaction learners discussing and collaborating with their peers will help them.

### **DEVELOPMENTAL PROCEDURES**

1. Motivation: Students will read the story *Giraffes Can't Dance*.
2. Teacher will define the compelling question; did Ashoka's character strengths shape Ancient India?
3. Students will participate in a read aloud and discussion. The students will listen to the story *Giraffes Can't Dance*. This story impacts the understanding that every individual possesses character strengths and these are what define them as a person.

*Questions: What are your strengths? What are your weaknesses? Is it more important to work on your strengths or weaknesses? Can you identify Gerald the Giraffes weaknesses? What about Gerald made his dancing difficult for him? How did he learn to dance? After the story, the students will be asked; at the beginning of the story does Gerald focus more on his strengths or his weaknesses? Has there ever been a time in your life where you froze up and felt embarrassed that you couldn't do something that others could?*

4. Teacher will explain to the students that we all have different character strengths. Teacher will hand out Character Strengths worksheet. Students will work together with a partner and pick out two character strengths that they think their partner possess. Students must provide reasoning for why they picked that.

*Questions: What are your partner's character strengths? Why are these he/she character strengths? Why did you pick these strengths for them?*

5. Students will then produce a paragraph on what their character strengths are. They must back up their answer and give examples.
6. Teacher will assign homework. Students will be asked to go home and tell their parents what character strengths they possess and why? Parents will do the same for their child. Students will also find a song that relates best to their personality. Teacher will give the students what song best fits her character strength.

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

- Teacher will observe students as they collaborate and discuss with their partners.
- Teacher will assess the students' answers to the questions.
- Teacher will work with and observe students as they write their paragraph.
- Teacher will grade the students' paragraph.

### **INDEPENDENT PRACTICE**

For homework, students will tell their parents what character strengths they are and why. Parents will do the same for their child. Students will also find a song that relates best to their personality.

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

Direct Teacher Intervention: Students who did not easily meet the lesson objective will have pictures from the book to retell the story. Students will work with the teacher on their paragraph.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to create a slideshow that describes two of their most dominant strengths. They must provide reasoning.

### **TEACHER REFERENCES**

*Andreae, Giles, and Guy Parker-Rees. Giraffes Can't Dance. New York: Orchard, 2001.*

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