

## TEACHING Activity PLAN for Synergy: Are our differences really our strengths?

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**ELA/Math/Science/Social Studies (circle one) Objectives and Common Core/Next Generation Standard:**

### **Social Studies Standards**

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)

7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

### **ELA Standards**

Ask and answer questions about key details in a text. Ask and answer questions (e.g. who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud.

Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships.

**Objective:** After participating in a brainstorming activity to identify Raphael's and Maya's character strengths, and listening to two songs from *Hamilton* to successfully identify both Alexander Hamilton's and Aaron Burr's character strengths, students will complete either a Venn Diagram, write a short essay, or enter a FlipGrid post about the similarities and differences between Hamilton and Burr.

<p><b>Motivation</b></p>	<ul style="list-style-type: none"> <li>● Students will characterize Raphael and Maya using the character strengths chart.</li> </ul>
<p><b>Pre-Assessment Aligned with Objective</b></p>	<ul style="list-style-type: none"> <li>● After listening to the musical excerpts of the <i>Hamilton: The Musical</i> songs ‘Alexander Hamilton’ and ‘Aaron Burr, Sir’, students will fill in the Character Strengths Classification chart, noting which traits best fit Hamilton and which strengths best fit Burr.</li> </ul>
<p><b>Overview of Instructional Activities</b></p> <p><i>*Remember to include differentiation for struggling, on grade level, and advanced students in this section.</i></p>	<ol style="list-style-type: none"> <li>1. Students will characterize Raphael and Maya using the character strengths chart.</li> <li>2. After listening to the musical excerpts of the <i>Hamilton: The Musical</i> songs ‘Alexander Hamilton’ and ‘Aaron Burr, Sir’, students will fill in the Character Strengths Classification chart, noting which traits best fit Hamilton with a ‘H’ and which strengths best fit Burr with a ‘B’.</li> <li>3. Students will either write a short essay, enter a FlipGrid post, or fill in a Venn Diagram on the differences and similarities on the character strengths that best apply to Hamilton and Burr.</li> <li>4. Students will discuss with their parents what character strengths are (parents can reference the table of character strengths) and then parents will talk about their child’s character strengths, followed by talking about their own character strengths. Students can fill in the ‘character strengths’ picture with words that describe their parents in the transparent silhouette image.</li> </ol>
<p><b>Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Independent Work:</b> This will be evident when students work on their paragraph/FlipGrid/Venn Diagram.</li> <li>● <b>Direct Instruction:</b> This will be evident when teachers provide instructions on how to complete the assignments.</li> <li>● <b>Scaffolding:</b> This will be evident when students analyze the Character Strengths chart and label traits with “H” for Hamilton or</li> </ul>

	<p>“B” for Burr <i>prior to</i> writing their paragraph on the character strengths of Hamilton and Burr.</p> <ul style="list-style-type: none"> <li>● <b>Visual Reference:</b> Lyrical Videos for <i>Hamilton: The Musical</i> / VIA Classification Chart to see the different classifications of character strengths / Character Strengths worksheet</li> </ul>
<p><b>Resources</b> <i>Websites, worksheets, handouts, presentations, assessments</i></p>	<ul style="list-style-type: none"> <li>● VIA Classification Charts PDF (Low Tech)</li> <li>● <a href="https://www.youtube.com/watch?v=yll1OIGzuDg">https://www.youtube.com/watch?v=yll1OIGzuDg</a> - Hamilton - Alexander Hamilton (Low Tech)</li> <li>● <a href="https://www.youtube.com/watch?v=k1CEoIFz5do">https://www.youtube.com/watch?v=k1CEoIFz5do</a> - Hamilton - Aaron Burr, Sir</li> <li>● Venn Diagram / Short Essay worksheet (Low Tech)</li> <li>● FlipGrid: <a href="https://flipgrid.com/buith9823">https://flipgrid.com/buith9823</a> (High Tech)</li> <li>● ‘Character Strengths’ worksheet</li> </ul>
<p><b>Post-Assessment Aligned with objective</b></p>	<p>Students will either write a short essay, enter a FlipGrid post, or fill in a Venn Diagram on the differences and similarities on the character strengths that best apply to Hamilton and Burr.</p>
<p><b>Independent Practice</b></p>	<p>Students will discuss with their parents what character strengths are (parents can reference the table of character strengths) and then parents will talk about their child’s character strengths, followed by talking about their own character strengths. Students can fill in the ‘character strengths’ picture with words that describe their parents in the transparent silhouette image.</p>

*Incorporate suggestions to guide parents as they help their children to learn remotely to optimize the learning experience.*