

Part 4.1 Instructional Practices

North Carolina 6 Point Lesson Plan

Wednesday March 1, 2017

4.H.1 Analyze the chronology of key historical events in North Carolina history.

I can learn about events in NC history.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

I can use information found in text to create a skit.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	https://www.youtube.com/watch?v=TrlsB_rIWX4 Teacher will start the history unit off with this video.	11 minutes
II. Statement (Inform student of objectives)	Today we will be introducing the NC History unit. We will look at some books and videos to get us ready for the next few weeks.	1 minute
III. Teacher Input (Present tasks, information, and guidance)	Teacher will ask students to turn and talk about what they saw in the video. Teacher will then facilitate a discussion about the video. Guiding Questions: What do you notice about the kids? Do you think you could do something like that? How much history was shown? Do you think eleven minutes is a short amount of time to cover so much? What did you like about the video? What might you incorporate into your skit? Teacher will introduce the mini-project to students (Pass out rubrics and informational sheets): Each table group will be choosing a topic (American Indians, Roanoke Island, settlement of colonies, transportation, Revolutionary war, Civil war, and symbols) and researching that topic (based on the informational sheets each group was given). They will then create a script and skit to perform to the class throughout the history unit. This is just a basic introductory level type skit, similar to the video they have just seen. Students will be given books and have access to the	

	internet to use for research. Students will only have one computer or device per group in order to aid in students collaborating with each other.	10-15 minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Students will work together to start researching the topic they have chosen. Using guided notes from informational sheets.	Guided and independent happen simultaneously. 15-20 minutes
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	Students are responsible for collaborating and contributing to the group.	
VI. Closure (Plan for maintenance)	Students will reflect on how much research they think still needs to be done tomorrow.	2 minutes

Technology- Students will be using technology in order to do student driven research. Students are actively looking for and learning information instead of being told information.

Analyzing- Students will be examining information in order to synthesize it all into one product.

Communication and Collaboration- Students are working together to create one product. When students work with one another, they have the chance to learn from each other.

ICT Literacy- Students will have to pull important information out of internet resources and figure out why it is important and how to use it in the skit. Students need to be able to research effectively as they continue on in their school careers and many adult careers.

Reflection:

Today was the first day of our social studies unit. The students enjoyed the video I showed them about NC history. I think it started the unit off right by showing them something silly, but informative. It is an example of how history can be fun and interesting. This is the basis for having the students create skits about different aspects of NC history. The students hit the ground running today looking for research about their topics. I have given the specific directions about each skit and we took the time to look through them. As I was circulating around, some groups were having trouble choosing the specific topic their skit was going to be on. I asked questions and guided most groups to a topic. By the end of the day, all of the groups had a focus. For some, that is all they got, but for others, they had some research as well.

Thursday, March 2, 2017

4.H.1 Analyze the chronology of key historical events in North Carolina history.

I can learn about events in NC history and turn it into a skit.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

I can use information found in text to create a skit.

4.C.1 Use movement, voice, and writing to communicate ideas and feelings.

I can take what I have learned about a topic in NC history and turn it into a skit.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	Students will find a partner from another group and tell them something they have learned in their research so far.	2 minutes
II. Statement (Inform student of objectives)	Today we will finish researching and starting to write the script for our skits.	1 minute
III. Teacher Input (Present tasks, information, and guidance)	Teacher will model writing a script and adding non-speaking parts in parenthesis. Teacher will remind students to be looking at their information sheets and making sure everything is being completed.	5 minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Students will spend the rest of class time finishing up research and starting on their scripts. Each student needs to be in the skit in one way or another.	30 minutes
V. Independent Practice - - Seatwork and Homework (Retention and transfer)	Students will be contributing to the skit by writing/ saying their own lines.	

VI. Closure (Plan for maintenance)	Students will talk with group members about what needs to get done for tomorrow.	2 minutes
------------------------------------	--	-----------

Research based- Students are engaged in a student driven project. They are researching themselves and creating a skit. Students are learning more by doing than they would if I were standing and giving them information.

Technology- Students are continuing to use computers or iPads to do student driven research. They are actively search for information and are also applying the research they found into a new product.

Analyzing- Students will be examining information in order to synthesize it all into one product.

Creating- Students are using their notes and research to create a new product. Students also synthesizing all of the information they found, and incorporating it into theatre.

Communication and Collaboration- Students are working together to create a product. They are learning from each other as well as putting all of their strengths into one product. They are practicing skills that will be necessary to be successful in a career as an adult.

ICT Literacy- Students will have to pull important information out of internet resources and figure out why it is important and how to use it in the skit. Students need to be able to research effectively as they continue on in their school careers and many adult careers.

Reflection:

Today was interesting to watch how the groups are progressing. Some groups are on the right track and will be finished by tomorrow, and there are some groups who are just lost. I am realizing that even though I helped streamline the information and gave guidelines and everything, it was not enough for some students. I also realized that some of my students have not read the directions fully and that is why they are lost. For those groups, I had them read the directions and requirements to me out loud, so we all knew what the expectations are. While I was rotating around, I was able to get most of the students back to where they needed to be. I heard some great discussions and the majority of the groups were able to finish researching today. This is going a little slower than I expected based on past projects like this, but I think that they will be mostly finished by the end of tomorrow. If I do a project like this one again, I think I need to give them four days to do this instead of three. I could also give them exactly what they are researching and doing their skit on, so they do not spend time figuring out what to do. It takes away some of the choice, but they would not waste as much time. I think it was good for me to have smaller groups, because I am seeing more collaboration.

Friday, March 3, 2017

4.H.1 Analyze the chronology of key historical events in North Carolina history.

I can learn about events in NC history and turn it into a skit.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

I can use information found in text to create a skit.

4.C.1 Use movement, voice, and writing to communicate ideas and feelings.

I can take what I have learned about a topic in NC history and turn it into a skit.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	Success Starter: Students will find a partner in the room, and tell them something they are excited about in their skit.	2 minutes
II. Statement (Inform student of objectives)	Today we will be wrapping up our skits.	1 minute
III. Teacher Input (Present tasks, information, and guidance)	By the end of the day today, students should be done with their script and have practiced it a couple times. Remind groups that they will be performing their skits throughout the next month, so their scripts should be as specific as possible to help them remember. Teacher will be walking around and making sure that students are staying on task. They will also be helping students who need help. Teacher will collect the scripts at the end of the day so that students do not lose them before they perform their skits.	5 minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Students will be finishing their scripts and practicing their skits by running through their lines, acting out what they are going to do in front of an audience.	30 minutes
V. Independent Practice - - Seatwork and Homework (Retention and transfer)	Students will continue to add their lines to the skit and practice their characters.	

VI. Closure (Plan for maintenance)	Students will self-assess, using the rubric provided, on their contributions to the group.	5 minutes
------------------------------------	--	-----------

Research based- Students are creating a skit, which involves higher order thinking skills and they are doing something, and teaching their classmates something about NC history. Students who are able to explain something to their classmates is showing their understanding of the topic.

Analyzing- Students will be examining information in order to synthesize it all into one product.

Creating- Students are using facts about different parts of NC History to create a fun and creative skit. This will inform their classmates but also get them excited for the next section of our unit.

Communication and Collaboration- Students are working together to create a product. They are learning from each other as well as putting all of their strengths into one product. They are practicing skills that will be necessary to be successful in a career as an adult.

Reflection:

Today was the best day yet. In retrospect, we should have had this day yesterday, but I know for next time. Two of my groups were struggling to find information, so I took some notes on their topics and give it to them at the beginning of social studies. These groups got a lot done after that. In the future, if I do this lesson again, with these time constraints, I will make sure to find information for students who do not have anything after the first research session; whether that be in the form of websites to look at or actual notes will depend on the group.

I sat down with different groups and gave them ideas for their script when they got stuck. With one group, I had to help model and facilitate conflict resolution. The students were arguing about who was going to be which character. There was not a problem at first, but one of the students changed their minds and wanted to be a different character. I told the group that since they had agreed before, they should keep it the same. One student was not okay with that answer and refused to work with the group. I sent that student to another classroom to talk to another teacher.

The majority of the groups seemed to have found their groove today, and most of the class has their script finished. The other groups are almost finished and will finish during morning work over the next few days. Students seem to be getting really excited about this now that they have gotten their scripts done. Many students are talking about creating props and costumes for when they perform.

Monday March 6, 2017

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.

I can explain the changes that happened to American Indian groups when European settlers came.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

I can use information from text and use it to explain facts to my peers.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	Have students perform their skit introducing American Indians.	4 minutes
II. Statement (Inform student of objectives)	Today we will start talking about American Indians and how they have been impacted by European settlers. We will look at how they lived before and how they live now.	1 minute
III. Teacher Input (Present tasks, information, and guidance)	Teacher will ask students to say what they think of when they hear American Indian. Teacher will pull up the American Indians smartboard lesson and go to slide 2. Teacher will ask students to discuss the idea of what a stereotype is. Teacher will then introduce the research activity. Students will be put into eight groups of three. Each group will be assigned a custom/ clothing piece turned stereotype to research (feather headdress, fringe clothing, teepees, and face paint). Teacher will pose these questions to students as they complete their research: What American Indian nations use these customs turned stereotypes? Do North Carolina American Indians have any of these customs or clothes? If they do, when do they use them? Teacher will walk around helping groups and monitoring. After students have collected the information, Teacher will facilitate a discussion about what they found.	

	How different are many of the American Indian tribes in North Carolina? In the country? How have your ideas of American Indians changed in just this first day of looking at American Indians?	5-7 minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Students will get into their groups and research their stereotype. They will answer both questions and find as much research as they can in ten minutes. Students are working on accomplishing tasks more quickly and efficiently. Students will write down their answers on the smartboard as they find them.	15 minutes
V. Independent Practice - - Seatwork and Homework (Retention and transfer)	Students will spend time reflecting on and writing about why stereotypes form and what they can do to a culture. Students do not have to only talk about American Indian stereotypes.	7 minutes
VI. Closure (Plan for maintenance)	Ask students to share their reflections about stereotypes.	5 minutes

Technology- Students are using iPads to conduct research, and using the Smartboard to display information to peers. This technology is helping students be in control of their learning.

Collaboration and Communication- Students will be working in groups of three to find the necessary information on the stereotypes they are assigned. Students are working together towards a common goal, something that they need to do as adults.

Analyzing- Students will be collecting information on stereotypes, and then using that information to think about what stereotypes do to a culture.

Reflection:

Today started with asking students what they think about when they hear the word American Indian. It went exactly as I thought it would go where students said, “feathers, paint, teepee, bows and arrows.” They hit all of the things that I wanted them to say. This is a little sad because they don’t know much about American Indians; no one has taught them. I gave the students time to research the topics and all but one group was easily able to find information and share it. They were engaged and were almost amazed by what they found. Once students finished collecting the information, we discussed what they had found. Students were trying to argue with me that all American Indians wore feathers in their hair even though two groups found that headdresses and feathers only pertain to the Great Plains Indians. They were

remembering when they dressed up as Indians in the earlier grades. I explained that that is where stereotypes come from and how we use them to simplify a culture.

I did run out of time though. Students were not able to write independently. I think that it was important to talk about what they thought about before and after, rather than giving them time to write. They will write their responses tomorrow for morning work.

Tuesday March 8, 2017

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.

I can explain everyday life of certain American Indian groups before European settlers came.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	Teacher will pull up a map of North Carolina and review with students the three regions (Coast, Piedmont, Mountains). Teacher will show students this picture of North Carolina in the 1500s: http://www.classzone.com/cz/books/north_carolina_08/resources/images/chapter_maps/nc02_nativeamericancm.jpg Teacher will facilitate a short discussion where students talk about their observations about the map. -Land being used by the different American Indian tribes -Who had the most land -Where do you see the biggest concentration of tribes?	3-5 minutes
II. Statement (Inform student of objectives)	Today we will be talking about what American Indian lives looked like before European settlers came.	1 minute
III. Teacher Input (Present tasks, information, and guidance)	Teacher will introduce the activity. Students will be given the name of an American Indian group that lives in North Carolina. They will be charged with finding: -where they lived/live -what their villages looked like -what buildings looked like -facts about how they lived -clothing -language spoken/ do they still speak it today? Students will have access to books about each American Indian group. Students can also use this custom search engine to find	

	<p>information from pre-selected websites https://cse.google.com/cse/publicurl?cx=006591257114361209378:t1014jrs-og Students will probably have trouble finding some of this information. After students have finished researching, have a discussion about why it might be hard to find information about how American Indians lived before European settlers came.</p>	5 minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	<p>Students will be collecting information about the American Indian group they are assigned to. They will work together to gather as much information as possible and put it on a poster.</p> <p>Students will then select an expert within their group who will stay with the poster and give details about the group they have. Other students will rotate and hear about the other seven groups. They will be writing down information they find to bring back to their expert.</p>	25 minutes
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	<p>Once students have finished rotating through, students will go back to their seats. They will independently write down 2 facts about three groups that they did not research.</p>	5 minutes
VI. Closure (Plan for maintenance)	<p>Talk about why it was hard to find information about American Indians from before.</p>	2-3 minutes

Applying- Students are going to be integrating information from different sources to give one main picture. They will have to learn the information enough to share it with others, which shows a higher level of thinking.

Information Literacy- Students will be going through websites and having to make sense of what is being said. Students are pulling facts from vast amounts of information. Students are gaining skills they need all through school and in most careers, and they are searching for, rather than receiving, information.

Global Awareness- Students are learning about other American Indian cultures that exist in their state. Many of them do not have any knowledge of the rich culture of American Indians and it is going to be vastly different from their culture. This will help students start to understand how other people might feel and see the world. They are learning to view the world from more than just one lens.

Reflection:

Today was slightly a disaster. The students were not in a good mindset for some reason. There were multiple groups fighting, even though they were able to choose their groups. Even though I was able to scaffold their project by having a custom search engine, the students got off task. I saw a lot of students having one person writing, while the others just sat there. Tomorrow, we are going to try again. This time, I am going to give students articles for them to highlight and summarize. They will then take their articles and meet with other peers who have the same group and they will create a poster. The students will then go on a gallery walk and take notes on three groups that they did not research. I think that this will help the students stay focused and hold them accountable for their work.

Lesson part 2: Today went much better. I pulled paragraphs from the different websites and gave each student different information. Students had to highlight important facts that covered the questions they needed to try and answer. Students then got with students who had the same American Indian group. They created a poster with the combined information and while walking around, I saw that the majority of students were writing on their posters and all were contributing. The students no longer had any excuse not finding information, because I gave them the information. I have realized that students need a lot of time to research. Researching the American Indian group, students probably needed two or three days. Because of the pacing of the social studies unit, and the amount of information that is supposed to be covered in NC history, I have seen how hard it is to include interactive and engaging activities in the unit.

Wednesday March 9, 2017

4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.

I can explain everyday life of certain American Indian groups after European settlers came.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	Teacher will show students this current map of where American Indians live in NC: http://www.learnnc.org/lp/media/uploads/2011/11/tribes_map.jpg Teacher will facilitate a discussion about any patterns students see on the map.	4-5 minutes
II. Statement (Inform student of objectives)	Today we will look at the changes that American Indians went through after European settlers came.	

III. Teacher Input (Present tasks, information, and guidance)	<p>Students will be given a copy of an article about the changes that American Indian groups went through. Students will need to use the note taking strategy that we have talked about in the past in order to prepare for a discussion. Students will underline a sentence, box a phrase, and circle a word that stands out to them every couple paragraphs.</p> <p>http://www.ncpedia.org/history/early/contact</p> <p>Teacher will then facilitate a discussion about student thoughts.</p> <p>Students should take away from the article the ways that European settlers affected American Indians.</p>	5 minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Students will read the article and use the note taking strategy to prepare for a discussion.	20 minutes
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	Students will make connection from the article and what they learned about groups yesterday. They will choose a way that American Indians were affected and provide two pieces evidence to show it. Students can use the maps shown in class, research, and articles to help them.	10 minutes
VI. Closure (Plan for maintenance)	Students will think about how much they have learned about American Indians. A few students will share what they have learned.	2- 3 minutes

Technology- Images of maps will be projected on the board so that students can have a discussion about it. By having it for all to see, students can come up and point out points of interest. Everyone is on the same page. This also lessens the amount of paper used and the map is in color.

Global Awareness- Students are learning about other American Indian cultures that exist in their state. Many of them do not have any knowledge of the rich culture of American Indians and it is going to be vastly different from their culture. This will help students start to understand how other people might feel and see the world. They are learning to view the world from more than just one lens.

Analyzing/Evaluating- Students will be reading an article and then forming thoughts and ideas about the article to share with the class. They will evaluate the events that are talked about and come to their own conclusions about them.

Reflection:

Today went well. Students spent the first five minutes finishing up from yesterday, and then we looked at the map of current American Indians in North Carolina. Students were able to see how much less land they occupy and how condensed they are. Students then used a note taking strategy to get ready for discussion. Some students underlined the whole article, but most students only underlined, boxed, and circled a couple things throughout the article. Students were able to identify feelings that they would feel if they had been in the American Indians during this time period. They stayed engaged throughout the lesson and had some awesome things to say. I think students really were able to take in the information they read. While I wish that we could do more with the information students are getting, I think that students are still interested in the topics. Connecting the articles with pictures seems to help them stay engaged as well.

Part 6 Reflection

As a whole, I think these lessons went well. I think that I was overambitious about how much time we had and how much time students needed to complete the activities, but I know for next time. I think my lessons were good for getting students involved in the material and getting excited about social studies. As an added bonus, I think it also gave the other fourth grade teachers some inspiration, as some of them went above and beyond what I had planned. Once I changed my lessons a little from one day to the next, students were a lot more successful, and I am glad that I was able to make them more successful.

The pre and post assessments were really able to show me what students knew. I made sure to stay away from multiple choice questions because some of my students are great test takers and I did not want any skewed results from lucky guesses. The pre-assessment showed me that my students knew very little about American Indians. Many of them could not even tell me where the Cherokee lived. My post-assessment then showed me how much they were able to learn. I encouraged students not to use notes and to rely on their memory, so other than the students I mentioned in my results table, no one used their notes. I think that my assessment showed me that once I figured out the kinks in my lesson, students were able to learn the information.

The majority of my students made massive growth in their learning. That was kind of easy, because they had very little knowledge coming in. They had some misconceptions, but not to the degree that it did not allow them to learn new information. The growth of my students also shows that when students have some control over their learning and collecting information, they will retain it much better than if I were to tell them. Because these lessons were part of a larger North Carolina history unit, further instruction is already being done. Students will continue to show their skits to the class, and continue learning about American Indians throughout history.

Students need so much time to do things. I have been learning this since I have started implementing lessons in past semesters, but it seems that it is never enough. This class in particular has a hard time using their time efficiently, but I should have kept that in mind and gave them even more time. For these lessons to really be effective, they need at least five days to work on their skits. This would give them all a solid foundation and a great start to North Carolina history. I think also that it is hard to do lessons in 40 minutes. Especially at the beginning of the day when students are coming in late and you are supposed to have morning meeting. When morning meeting runs late because of great discussions or a short activity, there is even less time to do it. I know that I will not have much control over when I have specials, lunch, and recess, but I hope that I can find a way to have a longer social studies/ science block.

My classroom management could have been better. I struggled at times with my attention grabbers, because the established attention grabbers do not fit the relationship I have with the class. I did not feel it was appropriate to introduce something new though, this far into the year and when I am temporary. When I have my own classroom, I will make sure to have attention grabbers that fit with the culture of the classroom and that the students can choose. The only

times it was a problem was when they were working on their skits and they got into their work. My table groups did work out well with the exception of one table. One out of six is pretty good, especially when the one table has a student who sometimes refuses to listen to me. I saw tables really working together and figuring out what worked in terms of collaboration. I also saw students take on leadership roles that were not usually the leader.

When planning instruction, my strengths are in creating lesson plans that students are going to be engaged in. I do not want to lecture, I do not want my students just reading and taking notes, and I do not want my students to get away with not putting any effort in. In my lessons, I try and include ways for students to be held accountable for their learning, ways for students to move around, and time for students to talk to each other. I want to make learning fun as much as possible. My place to improve is definitely time management. I get so excited about what the students are doing, and do not realize it will go too long. I think to fix this, I need to plan a lesson that I think will be too short, and then have a backup mini-activity that goes with the lesson that I can pull out if we still have time. This would help me plan lessons that I want to my students to finish, with something that would be nice to get to, but is not necessary.