

MANCHESTER COLLEGE
Education Department

Lesson Plan By: April, Ashley, Emily, and Joanna

Lesson: Social Studies

Length: 2-45 minute sessions

Age or Grade Intended: 4th

Academic Standards:

Social Studies

- 4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

English

- 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

Performance Objectives:

1. The student, when researching a space topic, will find 6 events related to the topic with 100% accuracy.
2. The student, after finding six events, will put them in chronological order with 100% accuracy.
3. The student, when given materials, will make a layered look book with 100% accuracy.
4. The student, after writing the events on the layered look book, will give a three sentence description of each event with 80% accuracy.
5. The student, when researching connections between Indiana and events in space, will write 4-5 sentences about the connections with 90% accuracy.
6. The student, when presenting their timeline, will use details to explain the events with 90% accuracy.
7. The student, when presenting their timeline, will use anecdotes to explain the events with 90% accuracy.

Advance Preparation by Teacher:

The students will be in groups for this project but they will be required to make their own timeline. So I will have enough paper for each student and scissors to make the layered look book. Materials will be available for the research part of this lesson. I will set up a time in the computer lab where we they can all use computers at one time. Other than this set up time, the students will be able to use the computers in the classroom. There will be encyclopedias and various books about space the children can use. I will go to the school or public library and find factual books about space that will be beneficial to the students.

Procedures

Introduction/Motivation: We will have previously discussed space in many other lessons since this is part of the Unit. They will have background knowledge about space so to introduce this lesson I will ask the students what specific events they can tell me about space exploration. (Knowledge) I will make a list of these events on the board. I will ask them specific questions about the events like how do you think a rocket gets to the moon, what do you think the weather is like in space, how do satellites stay in space, and so on. (Knowledge) Then I will ask them if they can put the events we wrote down in order according to when they happened. (Knowledge) As we put them in order I will ask the students what facts show us the order. (Comprehension) I will then explain to the students that there are many other events that could be on our list. Their job today is to be journalists and investigate space events.

Step-by-Step Plan: The students will be working in small groups of 3 or 4. I will have previously selected the groups in order to optimize efficiency. I will explain that each group is going to pick a topic. Since there are so many space events we need to narrow down what we are looking for. With their group they are to decide exactly what they want to research. They can specifically research rockets, satellites, astronauts, trips to the moon, space stations, space flights excluding trips to the moon, etc. I would like each group to research a different topic so we cover a variety of events. Therefore, when a group decides what they want to research they will tell me and then that topic is taken. I will help groups find topics if they are struggling. Once they have found their topic we will go to the computer lab as a class. This will be a resource they can use to look up events related to their topic. They are only required to have 6 events but they are allowed to research up to 10. They are also required to research how Indiana is connected to space events. I will allow them to search on the internet and if students are having problems I will direct them towards Indiana Historical Society (www.indianahistory.org) and Library Factfiles (www.indystar.com). The first website has articles that the students can search through regarding various topics and the second site has Hoosier astronauts and information about each one. The students will be able to print articles or events they find and bring them back to the room where they will use encyclopedias and books to finish their research. They will be required to have at least two sources from an encyclopedia, at least two sources from the books provided, and at least 2 sources from the internet. In the classroom the students will finish their research and pick their 6 to 10 topics they will be using for the timeline.

On the second day we will make layered look books as a class. Each student will make a book and then they will get in their groups to transfer the information to their books. Each tab will be an event and under the tab the students will write at least three sentences describing the event. They will also write their paragraph about Indiana and connections to space events. They will be given lined paper to do this on and each student will do their own. They will also be given a blank paper to illustrate one of the events they researched or an event related to Indiana History. When they are finished with their timelines they will present the events to the class. Each student will be required to explain at least one event. When the presentations are done we will be hanging the timelines, paragraphs, and pictures in the hall.

During the research section of the activity I will walk around to help students. I will help them find information on the internet or in books. If they are having problems

finding information that is related to their topic I will ask them what kind of events they think would happen in space trips to the moon. (Knowledge) Why? (Comprehension) Then I would have them search for those specific topics to help them get started. I will also ask the groups what examples can you find to show this is related to your topic. (Application) Then I will ask them if they can use the facts they have found to prove that the event is related to their topic. (Application) How are the events related to each other? (Analysis) What conclusions about the topic can you draw from the events? (Analysis)

While walking around and asking groups questions, I will be assessing how they are working together, gathering information, and understand the assignment. I will make changes to the lesson as I see fit. I will also use the layered look book, paragraph about Indiana History, and their illustration as formal assessments. I will assess by seeing if they meet the above requirements stated in performance objectives. I will also read their journals and give them credit for meeting the requirements. I will assess the presentation by using a checklist attached to the lesson.

Gardner's multiple intelligences used are interpersonal, intrapersonal, visual/spatial, verbal/linguistic, and bodily/kinesthetic.

Closure: We would go back to the original list of space events we made in the beginning of the lesson. I would tell the students that there are even more events than the ones we listed and the ones we just heard from our classmates. I will ask them what kind of events they think are going to happen in the future. (Synthesis) Then after making another list I will have the students each make their own space event that happens in the future. They can be creative and use their imagination to come up with any possible event. I will have them write these in their journals. I would also have them write what they think would happen if this space event did occur some day. (Synthesis) They would have to justify how this event would affect the space program, the world, or a certain person. (Evaluation)

Adaptations/Enrichments: Students with reading disabilities will work with a peer in their group to research the topics. Students with writing disabilities will either dictate the information to a scribe for their timeline, paragraph, and journal. Or they will only be required to write 3 events instead of six, 2-3 sentences for the paragraph about Indiana History and the same for their journal. ADHD students that have problems with fine motor skills will be given a layered look book that is already made if they do not feel that can make it on their own. Or they can work with a peer to help them. This will be the same for a student with a physical disability. A student with an oral communication disability will not be required to speak in front of the class or will not be required to do as much speaking. The student and teacher will decide what is comfortable for the student.

Reflection: After the lesson I will reflect on the time I gave for the students to research, put their project together and present. Then I will consider what I observed as I walked around and talked to students. I would consider having a list of topics already made for them to choose from if there are problems picking topics. Or have a list of websites they can try if they are having difficulty finding information on the internet. If the students were confused about the task or had to ask a lot of questions I will consider how to present the lesson. If the students worked well together and only had small questions I

will assume that they understood what was expected of them and did not have a hard time completing it. I will feel that the lesson went well if the students were able to easily find events, chronologically place them on a timeline, and then present the information to their peers. I will consider the variety of information that was presented and see if it met my goal.

Checklist

- _____ Each student in the group participated

- _____ Each student explained at least one event

- _____ Each event was explained using details (90%)

- _____ Each event was explained using anecdotes (90%)