

Life in a New Nation Unit (Story Telling)  
Lesson Plan by Abby White

**Lesson:** Story Telling-Dress Up **Length:** Around 30 minutes- For three days

**Age or Grade Intended:** 5<sup>th</sup> Grade

**Academic Standard(s):**

**Social Studies:**

Depending on person picked, students will be covered by one of the following standards.

5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

5.1.12 Identify contributions of women and minorities during the American Revolution. (Individuals, Society and Culture)

5.1.14 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

**Performance Objective:** The students will pick a person of importance from a list created by a teacher and dress up like the person and create a skit for the class with a 7/10 on the rubric.

**Assessment:** The students will be graded on a rubric. (Rubric provided below)

**Advanced Preparation by Teacher:**

- Create a list of the important people involved with the war of independence, the women and minorities of the American Revolution, and the United States Constitution.
- Create a letter to go home to the parents that tell about what the students are doing.
- Paper, markers, glue, and tape.

**Procedure:**

**Introduction/ Motivation:** I will come into the room as Martha Washington. I will say about three sentences that would give clues as to who I am. (I was the first First Lady. I was married to George Washington. I was born in 1731. ) I will then ask students who I am. I will allow them to guess; once they guess right we will move on. How many of you have ever been to a play? (Bloom's Knowledge) Well for the next three days you are going to get to make your own one person play, just as I have just done. What you are going to do is take the important people that we have learned about in the past week and create a short skit acting as them and giving us hints as to who you are.

**Step-by-Step Plan:**

1. First Day: (Thursday) Pass out the list of people
  - "From this list you will chose one person. Try to keep it to yourself so that students can guess who you are when it comes time to present your skit. You need to circle the person who you have chose to be and take this piece of paper home with the letter that I am giving you now to take home to your parents. (Pass out letter to parents). Your skit should be one to two minutes."
2. Second Day: (Friday) At the beginning of the day, you need to recollect the letters that were sent home with the students and look over what students will need help with their costumes. Allow students to research their person by either using books or computers depending on resources the school provides. (My students would use computers as well.) Give students 20 minutes of time to research and ask the teacher any questions they may have. After research time is up get our paper and markers. Allow students to make part of their costumes with this material. They may use paper to make hats, belts, shirts, and other things they may need. Help students here if needed.
3. Third Day: (Tuesday: Monday's students may forget materials, by skipping one day will help insure that students will remember everything needed) Students will present their skits today. Allow ten minutes of time before they will present to finish anything up they may need to finish. After ten minutes start presentations. One student presents and then the students guess. If students are unable to guess after five to seven guesses have the student who presented tell the answer. Do the same thing for each student.

If you run out of time, do the rest of the skits on the next day. Skits should take around one to two minutes each.

**Closer:** Did you struggle with this project? (Bloom's Knowledge) If so, what did you struggle with, creating the costumes, research, or the skit? (Bloom's Knowledge) Did you learn more about the people of this time period? (Bloom's Knowledge)

**Adaptations/ Enrichment:**

For adaptations and enrichment, pair the two students up and have the enrichment student help the adaptive student. They will still each do their own skits, but they will each be getting what they need. It will allow the enrichment student to learn about another important person, and will allow the adaptive student the extra help that they need. In our next history class you will be putting on yet another skit. This time we will be doing a skit on Henry Clay and President Madison and you will discuss their viewpoints.

**Self-Reflection:**

Were my students able to create a skit? Were my students able to put actual factual information in their skit about their person? Did my students dress the part of their person? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Where Gardner's Multiple Intelligence fits in my lesson.

- The students are talking about the people who they are in their skits. (Gardner's Linguistic Intelligence)
- The students are creating a skit. (Gardner's Body-Kinesthetic)
- The students are working with themselves only. (Gardner's Intrapersonal intelligence)
- The students are reading books and internet webpage's about their people. (Gardner's Linguistic Intelligence)
- The students are creating their costumes for their skits (Gardner's Body-Kinesthetic)