

Lesson Plan Format – EDEL 350

Name: Kayla Warner
Due Date: Wednesday, March 26, 2014
Practicum Teacher: Mrs. Brenda Thacker
Lesson Topic: Communities Then and Now
Email Address: kswarner@bsu.edu

EDEL 350 Section: 11
Teach Date: Wednesday, April 2, 2014
Grade Level: 2nd
Subject: Social Studies
Whole Group or Small Group: Whole

INTASC Principle(s): #1

The professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

IN State Standard(s):

1. Social Studies

Standard 1 — History: Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

2. E/LA

Reading Standards for Informational Text (RI): Key Ideas and Details

IN State Indicator(s):

Social Studies

2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture)

E/LA

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Lesson Objective: The students will *compare* and *contrast* communities from the past and present day and *illustrate* a picture of them as if they were living in the past.

Materials/Media: Smartboard, lunch pail images, chart paper, markers, past & present T Chart, Macmillan/McGraw-Hill People and Places History textbooks, practice/application past and present drawing box papers, general American history timeline display, pictures for sorting past, present, and future.

Motivation: Display picture of vintage lunch pail from the early 1900s on the Smartboard, as well as give each group of students individual copies of the picture. As students observe the picture, ask the following questions and record answers on chart paper. (**Generating and testing hypothesis**)

- What is this object or what do you think it is?
- How do you know or what makes you think that?
- What does it look like? Describe it.
- Who would use this object?
- Do you see this object anywhere today or do you think it is an object that people used a long time ago long before you were even born?

- Inform the students that it is a picture of a lunch box from the early 1900s. Ask them if they can picture themselves as being a student 100 years ago and using that to pack their lunch compared to their lunch boxes today. **(Questions, Cues, Advance Organizers)**



Goal for Learner: Today we are going to learning and comparing how people lived a long time ago to how we live now and our ultimate task is to be able to illustrate an accurate picture of ourselves in the past using the information we know about how people lived during that time period.

Procedure:

- **New Information**
 - Vocabulary Words
 - Past – Long ago.
 - Present - Now
 - Introduce the word *past* to the students. Inform them the word past means something has already happened or it's behind us; it could be as little as 1 minute ago, or longer than 100 years ago.
 - Tell students that when we use the word “past” during our lesson today, we are referring to a long time ago, such as a 100 years or more.
- **Model**
 - Choose student to stand up and have him or her stand still facing one way as I act out running past him/her and explain that I ran past her so she/he is now behind me or in the past.
 - Have timeline wall display hung up as well to point out the dates and how they get bigger, and the ones the furthest behind are the ones that are the farthest in the past. **(Nonlinguistic Representation)**
 - Discuss the lunchbox picture and talk about how it is a lunchbox from the past.
 - Draw picture of the old lunch box under “past column” of the T chart.
- **New Information**
 - Introduce the word “present” to the students.
- **Model**
 - Think out loud and incorrectly define the word present for students to correct me.
 - Tell students that I know what “presents” are.
 - Say that they are the things we sometimes get on special holidays, such as maybe our birthdays, or for some of us Santa Claus, that are all wrapped up! That’s the kind of present we are talking about right now, right? ‘
 - If students do not correct me, or look utterly confused, correct myself immediately by telling them that the word present also means something else besides just gifts. Tell them that the present is what is happening in time right now, and that right now we are in the present.
 - Discuss lunch box picture again and draw a picture of what lunch boxes look like today under the present column of the T chart.

- Show more pictures of everyday things from the past and future and draw pictures under appropriate columns in chart
 - Pilgrim style pants and jeans
 - Pilgrim style hat and baseball cap
 - Pilgrim style shoes and tennis shoes
 - Ink&quill and ink pen
 - Cooking in a pot over fire and a kitchen oven
 - Horse&buggy and a car
 - Candle and lightbulb
- **New Information**
 - Tell students that now we know what the meaning of the words past, happened long ago, and present, what is happening now, we are now going to learn about how the lives of people who lived in our community in the past are different from our own lives today.
 - Tell students that as we read, we are going to take notes over the information we are reading by writing down the information on our T Chart. **(Summarizing/Note taking)**
- **Model**
 - I will read the first page aloud. I will then look at my T Chart and ask myself out loud what did information about people from the past did the text just tell me? I remember it said that most families lived on farms, so I will write that down. What else did the text tell me? If I can't remember all the information then I am going to go back and reread the information quickly to help myself remember. There in the text, when I reread it, I remembered that families long ago also cooked over fires, grew their food in gardens, and carried water in buckets from wells.
 - Think out loud about how we do all those things today
 - Many families live in cities
 - Use ovens
 - Go to the store to get food
 - Water from a sink, refrigerator, or bottles
- **Guided Practice**
 - Students are writing the same information I am writing on their own papers.
- **Check for Understanding**
 - Before continuing onto the next page, ask the students how people got food and water long ago to make sure they comprehend.
 - Have students point to the pictures on the page and identify which ones are the present and which ones represent the past. **(Identifying Similarities and Differences)**
- **Guided Practice**
 - Students will either have a small picture of an airplane or a small picture of a telephone at the top right hand corner of their T Charts. Students who have an airplane will silently read the section titled "Getting Around" (p.6-7) and students who have a telephone will silently read the section "Staying in Touch"(p.8-9) and continue to record the information about Past and Present in T Charts.
 - Define the words "transportation" and "communication"
 - Students reading the section titled, "Getting Around", should find in their reading and record on their papers the following information:
 - How families mostly visited places, such as neighbors' homes, school, or church – (Answer: Walk)
 - How did families travel when they went on short trips – (Answer: Horses pulled families in carts and wagons)
 - How did families often travel to faraway places – (Answer: Boat)
 - What transportation is like today compared to in the past – (Answer: faster and easier)
 - Three ways of transportation families take daily today – (Answer: Cars, trains, buses)
 - A way some families take for long trips – (Answer – Airplane)

- Students reading the section, “Staying in Touch,” should find and record the following information:
 - How did people stay in touch in the past – (Answer: wrote letters)
 - How was mail delivered across the country and how long did it take? – (Answer: Horses and days)
 - How was mail carry letters across the sea and how long did it take? – (Answer: By ships and weeks)
 - What do letters travel on today and do they travel fast or slow? – (Answer: Airplanes and fast)
 - What’s one other way we communicate around the world in less than a minute today? – (Answer: E-mail on computers)
- Students will be given 5 minutes to complete their reading and notes.
- After the 5 minutes is up, students will then be instructed to work with a partner (predetermined by myself) with a student who had the opposite reading. The airplane student will go first in sharing their information for the other student to complete their chart, and then they will switch roles. **(Cooperative Learning)**
- Before pairs begin reading I will inform them that they will have 10 minutes to finish their task
- **Guided Practice**
 - Join as whole class and go over information they should have written in their charts.
- **Practice/Application**
 - Students will be given a picture with two boxes. In one box they will draw a picture of something they would have done in the past displaying at least one feature of people who lived in the past, and in the other picture they will draw something they do now. **(Identifying Similarities and Differences)**
 - Show them an example of my completed drawings and tell them that everyone’s should be slightly different because we are all different, but they need to display accurate information about activities that you could do in the past and now.
- **Closure**
 - Summarize what the students’ learned about past, already happened, and present, our lives right now, and ask them to reflect on how much the lives of people have changed over the years to make living easier for people and ask them to think to themselves about what they think the future might be like in 100 years, know knowing facts about how much living has changed since 100 years ago.

Evaluation of Student Learning:

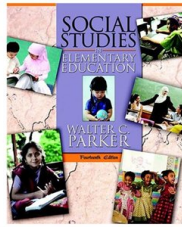
- ✓ Stayed on task by completely filling out their Past and Present Chart
- ✓ Accurately illustrated a picture of themselves in the past and present.

Lesson Extension: Pass out cards to each student with different pictures on them from the past, present, and future. Students will identify under which heading they believe their picture goes under and then discuss the students’ choices and explanations.

Annotated Bibliography:

- Informational:
 1. Banks, James A. *Macmillan/McGraw-Hill Timelinks: People and Places*. Columbus, OH: Macmillan/McGraw-Hill, 2010. Print.
 - This is the textbook that the second graders will use to read, as well as the one that I used to determine the vocabulary words as well as the information for them to know.
 2. Parker, Walter C. *Social Studies in Elementary Education*. 14th ed. N.p.: Pearson, 2012. Print.

- This textbook gave me information about the history curriculum in lower level elementary school grades, including 2nd. It also helped me to understand what would be appropriate for my students.



- Instructional:
 1. Rhatigan, Joe, and Heather Smith. *Geography Crafts for Kids: 50 Cool Projects & Activities for Exploring the World*. New York: Lark, 2002. Print.
 - This source provided me with the idea of how to do a lesson over past and present and how to teach it. I had to modify the activity in order for it to fit in the amount of time I have for the lesson and to assess it by having the students draw what they would have been like in the past instead of having them act it out.
 2. <https://www.teachingchannel.org/>
 - This source provided me with information on reading instruction and having students work in pairs to share new information.