

Name Michelle Theriot Date of Lesson March 27, 2012 Time In _____ Time Out _____

CT Name Mr. Perez CT Signature _____ Subject Area Social Studies

School/Grade Level Zavala/2nd grade

Indicate One Lesson: VIDEO CT1 CT2 TD1 TD2

Overall Daily Goal:

The students will be able to describe how we celebrate Independence Day, and how we got our independence from England.

Status of This Skill: (Indicate one) Introduction Extension Reteach Enrichment

Standards/TEKS:

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A) Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.

English Language Proficiency Standards:

(1A) Use prior knowledge and experiences to understand meanings in English.

Time Constraints:

Focus: 5 minutes; Input: 15 minutes; GP: 15 minutes; IP: 15 minutes; Closure: 5 minutes

Cognitive Objectives:

The student will be able to define independence and recognize certain aspects of Independence Day when asked with 100% accuracy.

Modifications or Accommodations:

Because I know which students have trouble in certain areas, I will keep most of my focus on those students while walking around or asking questions.

As students are answering questions, I will write the important points on the board, so they are not forgotten.

Being the technology introduced is complex; I will provide many different tools (a microphone, typing comment, and a webcam) to help them finish a task that is being asked of them.

Rationale:

The students need to know about this holiday because it is important to our country. Also, it prepares them for more in depth lessons later on in the future.

Materials Needed:

- Independence Day picture cards
- 3 poster boards (these will be cut in half to make 6 flags)
- Markers
- Tape/Glue
- Scrap Paper
- Pencils
-

Multiple Intelligences:

- Visual-Spatial – The students have to think of different symbols that represent them, and put it on a flag that they create.
- Interpersonal – The students work in groups to create a flag that represents them as a group.
- Linguistic – The students are expressing themselves on VoiceThread by being able to comment on various questions.
- Logical – The students are piecing together a flag that they are to create.
- Intrapersonal – The students work on VoiceThread independently, and are able to express how they feel about being independent.
- Musical – The national anthem will be played.

Instructional Steps:

· Focus/Anticipatory Set/Hook:

○ I will show the students different picture cards that pertain to Independence Day. They will not know the topic of today's lesson yet, so they will guess what holiday all of the pictures are related to. I will give them hints, such as "it's a holiday during the summer", "you pop fireworks", "some people have BBQ'S", "our flag is a symbol of what happened", and "we are our own country because of what happened a long, long time ago". The student's will guess Independence Day.

· Teaching:

○ Input:

§ In order for the students to get a full understanding of why we celebrate Independence Day, I will tell them how it all began.

§ It began with the United States wanting to be free from England. We fought in a war, called the Revolutionary War. It lasted for about 8 years. Finally, we formed a document called the Declaration of Independence. This signified that we were free from England. Because of this, we needed to symbolize that we were our own country. "What do you think we created in order to show others that we were independent? It's in this classroom right now. It is in every, single classroom in this school. We say a pledge to it EVERY morning." It is the United States flag. This flag has been changed many, many times, but today each star, stripe, and color means something different and significant. There are 50 stars representing the 50 states, 13 stripes representing the 13 colonies, the color red represents hardiness and valor, white represents purity and innocence, and blue represents vigilance, perseverance, and justice. All of these things symbolize how the United States fought for our independence.

○ Model/Demonstrate:

§ I will show the students a flag that I made. I will explain to them how teachers are independent from students because of our age, how many years of school we have gone through, and we have to have a job to be able to pay all of our bills. Students, however, are younger than teachers, and don't need to have jobs just yet because their parents support them.

○ Checking for Understanding:

§ "What month is Independence Day?"

§ "How do you celebrate Independence Day?"

§ "Why is it important for us to know about Independence Day?"

§ "Why do you think it's important to have a flag and national anthem that symbolizes our freedom?"

§ "Do you have anything that symbolizes you as a person? Like a song or your own flag that you made up?"

· Guided Practice:

○ Each group of students will create their own flag. As a group, they will decide what they want on the flag, and what each thing symbolizes. Also, they will think of reasons why they are independent from all the other groups in the classroom. For example, group one might be independent from group 4 because group one is closer to the light switch, and group 4 is closer to the computers. Group one would be in charge of turning on and off the lights when needed, and group four would be in charge of turning on the computer at the beginning of the day. Another example would be someone in group 2 is best friends with someone in group 4, so they have to independent of each so that they can pay attention to learning. Each group will show their flag to the class, and give one or two reasons to why they are independent from other groups.

· Independent Practice:

○ The students will be introduced to VoiceThread. A few at a time, I will have that students go up to a computer (one at a computer at one time). They will follow all the directions on the VoiceThread, and comment where it says to comment. The information on the VoiceThread will contain information that they learned during the lesson.

· Closure:

○ To close, I will ask the students the same questions I did for "checking for understanding". They should be

able to answer all of them with 100% accuracy. If not, I know I will have to re-teach this lesson in a different manner because nothing was retained.