

**Mount Saint Mary College
Lesson Plan**

Candidate Names: Lisa Landell

Course: ED 5535

Grade Level: 3-5

Date: 04/15/15 **Time:** 4:30 P.M

Content Area: Colonial Hudson Valley

Instructional Approach: Indirect Instruction – Socratic Method – Artifact Bag

Lesson Length: 10 minutes

Goal

Students will gain a deeper understanding of life in New Netherland.

Standards

Common Core Learning Standards for English Language Arts and Literacy Grade 3

Reading Standards for Informational Text

Craft and Structure

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Social Studies Practices Grade 3

A. Gathering, Interpreting, and Using Evidence

2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).

Common Core Learning Standards for English Language Arts and Literacy Grade 4

Reading Standards for Informational Text

Key Ideas and Details

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.

Social Studies Practices Grade 4

A. Gathering, Interpreting, and Using Evidence

2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

Common Core Reading Standards for Literacy in History/Social Studies Grade 5-8

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Social Studies Practices Grade 5

A. Gathering, Interpreting, and Using Evidence

2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

Objective

Given the artifact bag activity, the student will use the resources provided to analyze the artifacts and apply his or her knowledge to answer the five W's about each artifact and will answer 4 out of the 5 W's correct for each of the three artifacts.

Materials

Tulip bulbs

Stainless steel cup

Leather bracelet

Fischer, L. (2003). *Life in new amsterdam*. Chicago, IL: Heinemann Library.

Hintz, M. (2006). *The new york colony*. Mankao, MN: Capstone Press.

References

Fulher, C. J., Farris, P. J., & Nelson, P. A. (2006). Building literacy skills across the curriculum: Foraging connections with the past through artifacts. *The Reading Teacher*, (59)7, 646-658.

Technology

What did they own? (n.d.). Retrieved April 5, 2015, from <http://www.newnetherlandinstitute.org/education/for-students/fun-re/what-was-new-netherland/what-did-they-own/>.

Fort Orange. (n.d.). Retrieved April 5, 2015, from <http://www.newnetherlandinstitute.org/history-and-heritage/digital-exhibitions/a-tour-of-new-netherland/albany/fort-orange/>.

History & Background. (2015). Retrieved April 5, 2015, from <http://www.albanytulipqueen.com/history/>.

Introduction

I will begin the lesson by orally reviewing important facts from previous lessons. Students will orally answer questions about New Netherland that were previously taught. Additionally, we will review the 5 W's.

I will tell that students that today they are going to be exploring three different artifacts. They will be using the knowledge they have learned from the previous lessons, two books, and three websites to help them discover more information about these artifacts. I will tell the students that they will be following the "*Steps to Discovery*" to help them answer the five W's about these artifacts and summarizing what they have learned and what more they want to know. I will give students a graphic organizer to record their findings. I will model the process of analyzing an artifact and recording information in the graphic organizer using an artifact that is not in their bag.

Development

The Socratic Method Model will be used for this lesson. Students will be asking and answering questions about their artifacts and will use their critical thinking and higher order thinking skills to generate conclusions.

Students will work in heterogeneous groups of three to four. The students will come up and select an *Artifact Bag* from the front of the classroom. Students will follow the "*Steps to Discovery*" as they analyze their artifacts, discuss their findings, use books and websites to help

answer questions, and summarize their conclusions. Students will record their information on their graphic organizer.

The *Steps to Discovery* are:

- Carefully unwrap and examine the artifacts
- Discuss the artifacts with your group
- Ask and discuss the 5W's
- Unwrap the two books
- Take turns looking through the book - how can this information help you to make conclusions about the artifacts?
- Discuss what you have learned so far
- Visit the websites and look for more information
- Stop and discuss everything you have learned so far
- What can you conclude?
- Fill in your 5W's organizer for each artifact
- Summarize your findings
- What more do you want to know?

As students are working, the teacher will move about the room to observe the students as they work, discuss with them what information they are finding, and discuss how they are coming to their conclusions.

Closure

At the end of the lesson, students will share their findings with the class. Students will be able to pass the artifacts around the classroom and will work as a group to tell the class their conclusions about the artifacts.

Evaluation

Diagnostic

- Oral review of previously learned facts

Formative

- 5 W's graphic organizer

Summative

- Presentation to the class

Accommodations and Modifications

Students that need support with reading and writing and students that are ELLs or have behavior problems will be paired with students who can support them as they work. Students who are early mastery learners will be placed in groups in which they can support those students who need it.