

Broken Together

Lesson Segment Focus: Cooperation within communities after natural and human-made disasters. Lesson 1 of 1

Course & topic addressed: History, Global Interconnections Date: 3-13-19 Grade: 5th
APP: QR Code- Reader and Creator

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> • Students will research cooperation in a community that had natural or human-made disasters. • Students will work in groups to learn about cooperation within colonial communities. • Students will study the first Thanksgiving.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will know about colonization and the trip on the Mayflower from England. Students will know what pilgrims are.
Knowledge of students background (personal, cultural, or community assets)	Most of the students will have celebrated Thanksgiving and will have stories from their families.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>Content Standard 11: Global Interconnections - Students will compare global places and regions and the connections between them.</p> <p>•Era 1 - Beginnings to Era 3- 1820s•</p> <p>G.11.5.2 • Analyze cooperation within communities during and after natural and human-made disasters.</p> <p>(e.g., disease, famine, weather phenomena, war) D2.Geo.12.3-5</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Students will have access to the internet, they can google unknown vocabulary words during the group work. They will also have peer interaction in the groups. There will be different levels of texts in the QR codes.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Pilgrims, Plymouth, Mayflower, England, Colonization, Colonies, Patuxet, Squanto, Samoset, Thanksgiving</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Handouts with created QR Codes that are linked to various web resources on Pilgrims, internet, the video (https://youtu.be/1Vc8sROo_OM), a computer, screen and projector, materials for decorating posters.</p>
<p>Materials needed by students for this lesson.</p>	<p>iPads, posters, decorations, internet.</p>

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
<p>15 minutes</p>	<p>Introduction:</p> <p>Students will watch a video.</p>	<p>Students will come into the class and watch a video about the first thanksgiving (https://youtu.be/1Vc8sROo_OM). The teacher will ask students about what they do on thanksgiving.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
20 minutes	<p><u>Instruction:</u></p> <p>Teacher will instruct students to work in groups to research about Plymouth and the Native Americans they encountered.</p> <p>Students will break off into pre-determined groups of four. They will each research Plymouth and document what kind of disasters happened there (disease, famine, weather phenomena, war). They will make a group poster about Plymouth and the first Thanksgiving.</p>	<p>The teacher will have pre-determined grouping for the students. The groups are to create a poster about Plymouth and the first Thanksgiving. They will document on the posters what kind of disasters the people of Plymouth had to endure and how they worked together as a community to overcome. Students will find a handout with resources about the Pilgrims. The resources will be on the paper in the form of QR Codes (made by the teacher with the QR Reader and Creator app). They will scan the QR code with their iPads. The students will also have access to a variety of books on the subject. The students will have access to materials to decorate their posters.</p>
15 minutes	<p><u>Closure:</u></p> <p>Students will present the posters.</p>	<p>Students will end the day by presenting their group posters. These will then be hung outside of the classroom in the hallway.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students who have IEPs determining the need for accommodations will receive modified materials or help to meet their individual learning needs. QR Codes can lead to websites in ESL students native language. iPads can be used to make words larger for those with vision issues.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students watch a video, research using QR Codes, decorate and present a poster. This gives students various opportunities to come in contact with the information and get a firm comprehension of the material.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The teacher will grade the posters for understanding of the various types of disasters that the Pilgrims overcame as a community.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	N/A
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i> N/A
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

