Social Studies

Jamee Miner

2nd and 3rd Grade

Teaching Nat. and Soc. Science

**Table of Contents:**

Overview – 3

Background Information – 3

Unit Objectives – 3-4

Vocabulary – 4-7

Initiation -- 7

Individual Lessons – 8-22

Bulletin board Sketches/Pictures – 22

Reflection – 22-23

**Overview**

My partner and I worked with students in the 2nd and 3rd grade from the Girls Inc. program in Omaha, Nebraska, and focused on applying social studies to real life. By showing the girls how social studies is used for understanding the social studies, applying holidays such as Veterans Day, Thanksgiving, and Independence Day, we were able to help the students understand and enjoy social studies. They were able to use proper science techniques, remember what they learned, and apply concepts to today to help them tomorrow.

**Background Information**

In choosing our lessons we looked at a wide variety of ways science is applied every day. We focused on the concepts of holidays etc. We included games, art, and technology for the girls to partake in. This helped them actively apply what they learned. We used art, literature, math, and social science several times, because they so easily integrate with science. For example, books, etc.

**Unit Objectives (Just Science – not math, lit., etc.)**

Lesson One: Holidays

Students will be able to: Describe different symbols and holidays. Identify the different holidays and explain why the event happened. Explain the symbols. Name why each event is celebrated.

Lesson Two: Veterans Day

Students will be able to: Define the term "veteran" and name the date we celebrate it. Name at least two American symbols, songs, or pledges that are important to veterans. Explain why we celebrate Veterans Day. List a number of veteran day vocabulary such as: military, army, navy, etc. Have a clear understanding why we celebrate Veterans Day.

Lesson Three: First Thanksgiving

Students will be able to: Name important historical events and significant people that make up the first Thanksgiving. Draw a picture that depicts the Pilgrims travel. Create a timeline as a large group.

Lesson Four: 4th of July

Students will be able to: Identify Independence Day and what happened. Explain why it’s celebrated

Lesson Five: Thanksgiving- Native American games

Students will be able to: Experiment with Native American Games. Tell another student how to play a Native American Game and what skill they were working on as they mastered the game.

Lesson Six: Quiz

Students will be able to: Identify each of the holidays we talked about. Explain and define each holiday.

**Vocabulary**

**Martin Luther King Day**: was a federal holiday that a chief spokesman for nonviolent  activism in the civil rights movement which successfully protested racial discrimination in federal and state law.

**The Bald Eagle**: It represents America

**4th of July:** Independence day July 4 1776

**Thanksgiving**: Celebration of giving thanks. Pilgrims were the founders.

**The star spangled banner**- national athem- a poem written by Francis Scott Key.

**Memorial Day**: day of remembering the men and women who died while serving in the US armed Forces.

**Presidents Day**:  is a United States federal holiday celebrated on the third Monday of February in honor George Washington.

**The American Flag**: Represents America. 50 stars and 15 stripes. 50 stars to represent the states.

**Statue of Liberty**: France gave us the statue of liberty. It was to show support of the assissanation of Ab Lincoln.

**Mount Rushmore**- (Washington)- Creating the Consitution- (Jefferson)- For the declaration of **Independence (Lincoln)-**Leading the country through the civil war & ( Thedore Roosevelt)- Making the panama canel linking 2 oceans.

**The White House**- Home of the President

**The Capitol**- The Capitol is where the Congress of the United States meets to govern this land.  It contains the Senate and the House of Representatives = Congress

**Uncle Sam**- common national personification of the american govt that, according to legend, came into use during the war of 1812 and was supposedly named for sam wilson.

**Liberty Bell**- represents american independence located in Pennsylvania.

**Veterans Day**- holiday which honors people who have served in armed service also known as veterans. Nov 11

**Military**-is an organization authorized by its greater society to use lethal force, usually including use of weapons, in defending its country by combating actual or threats.

**Army**- is a fighting force that fights primarily on land. Includes the air force

**Navy**- is a fleet of waterborne military vessels .

**Veteran**-s a person who has had long service or experience in a particular occupation or field

**Solider**- is one who fights as part of an organized land-based armed force

**Independence Day**- July 4, 1776

**Colonies**- on the Atlantic coast of North America

**Patriotic**- having or expressing devotion to and vigorous support for one's country.

**Hancock**- president of Congress when the Declaration of Independence was adopted and signed

**Moccasins:** shoes Native American children wore, usually made out of buffalo hide

**Sign Language:** a way Native Americans and early settlers used to communicate by using their hands

**Archery:** a skill that used a bow and arrow to hit a mark

**Animal Track:** a footprint left behind by an animal. A track was usually left in dirt or mud.

**Independence Day**- July 4, 1776

**Thanksgiving Day**- A national holiday which celebrates the Patuxet Tribe and the Pilgrims joining togetherfor a feast.

**Veterans Day**- holiday which honors people who have served in armed service also known as veterans. Nov 11

**Pilgrims:** People who left England because of their religious beliefs and took a ship to America. They were called the Saints and the Strangers before reaching America.

**Mayflower:** Theship the Pilgrims traveled in to come to America.

**New World:** America

**Mayflower Compact:** An agreement between the saints and strangers that brought them together and they joined together to become the Pilgrims.

**Plymouth:** Where the Pilgrims settled in the New World.

**Patuxets:** Thetribe of American Indians who helped the Pilgrims the first few years.

**Samoset:** The first Native who talked to the Pilgrims.

**Squanto:** The NativeAmerican who taught the Pilgrims how to survive; fish, plant crops like corn, and which plants were poisonous.

**Thanksgiving Day:** A national holiday which celebrates the Patuxet Tribe and the Pilgrims joining togetherfor a feast.

**Initiation**

We had each other the girls take turns answering question. We also had each of them participate in the games that we played.

**Lesson Plans:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Brooke, Julie, Jamee** | **Grade level: 2nd and 3rd** | | **Subject(s): Social Studies** | **Time frame: 45 minutes** |
| **Nebraska State Standard:**  **SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols**  **SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)** | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  *Describe different symbols and holidays.*  *Identify the different holidays and explain why the event happened.*  *Explain the symbols.*  *Name why each event is celebrated.* | | | | |
| **Assessment: Formative as the students journal in their journal each week and also the teachers observing their knowledge about symbols and holidays.** | | | | |
| **Vocabulary:**  Martin Luther King Day: was a federal holiday that a chief spokesman for nonviolent  activism in the civil rights movement which successfully protested racial discrimination in federal and state law.  The Bald Eagle: It represents America  4th of July: Independence day July 4 1776  Thanksgiving: Celebration of giving thanks. Pilgrims were the founders.  The star spangled banner- national athem- a poem written by Francis Scott Key.  Memorial Day: day of remembering the men and women who died while serving in the US armed Forces.  Presidents Day:  is a United States federal holiday celebrated on the third Monday of February in honor George Washington.  The American Flag: Represents America. 50 stars and 15 stripes. 50 stars to represent the states.  Statue of Liberty: France gave us the statue of liberty. It was to show support of the assissanation of Ab Lincoln.  Mount Rushmore- (Washington)- Creating the Consitution- (Jefferson)- For the declaration of Independence (Lincoln)-Leading the country through the civil war & ( Thedore Roosevelt)- Making the panama canel linking 2 oceans.  The White House- Home of the President  The Capitol- The Capitol is where the Congress of the United States meets to govern this land.  It contains the Senate and the House of Representatives = Congress  Uncle Sam- common national personification of the american govt that, according to legend, came into use during the war of 1812 and was supposedly named for sam wilson.  Liberty Bell- represents american independence located in Pennsylvania.  Veterans Day- holiday which honors people who have served in armed service also known as veterans. Nov 11 | | | | |
| **Content Knowledge:**  **I am going to help the students understand the different symbols, songs, and holidays that our country has to offer.**  **Some tricky pieces are the different days and dates it happens on. It is essential for the children to understand why we do certain holidays and how come we have things to represent.** | | | | |
| **Teaching Methods/Strategies:**  **Put in BOLD**  *What teaching method(s) will you use for this lesson?* ***Lecture,*** *one-on-one,* ***hands-on****, experiment, graphic organizers,* ***discussion,*** *demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology,* ***brainstorm****, ar/project, etc.*  *We will talk about the different holidays and brainstorm ideas of what they think. and then we will do a hands on activity playing bingo with our terms.*  *Why have you chosen this/these method(s)?* | | **Differentiation:**  If a student is unsure, they could ask a teacher one-on-one.  Help assist in making the bingo card. | | |
| **Materials:**  **Bingo pieces**  **A sheet of paper.**  **A pencil.** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  **The students will start off by writing in their journals. The teachers then will ask what holidays,symbols, and songs they know that represent America.**  **I will make sure to call on each student to voice their opinion. They will need to know before going into the bingo game the material such as what Veterans Day is, etc.**  **I will have the names of different songs, symbols, and holidays on the white board and I will ask if anyone knows what it is.** | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  What do you think Veterans Day is?  How many of you know how many states there are? | | | | |
| **Teacher will do:**  **Have the students write in their journal**  **Teachers will talk about different holidays and symbols.**  **Write the name of the symbol, holiday, song on the board and discuss each one.**  **Have them create their own bingo card.**  **Give them bingo markers**  **Clean up bingo pieces.** | | **Student will do:**  **Write in their journals**  **Answer questions the teachers may have about holidays and symbols, songs.**  **Listen to the dicussion**  **Create own bingo card.**  **Place bingo markers on correct answer.**  **Clean up any mess** | | |
| **Closure:**  Remind them Veterans Day is coming up! | | | | |
| **Reflection:**  *Gone for basketball.* | | | | |

**Lesson Plan Template: Veterans Day**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Brooke, Julie, Jamee** | **Grade level: 2nd and 3rd** | | **Subject(s): Social Studies** | **Time frame: 45 minutes** |
| **Nebraska State Standard:**  SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Define the term "veteran" and name the date we celebrate it.  Name at least two American symbols, songs, or pledges that are important to veterans.  Explain why we celebrate veterans day.  List a number of veteran day vocabulary such as: military, army, navy, etc.  Have a clear understanding why we celebrate veterans day | | | | |
| **Assessment:**  Formative assessment will be given by the teachers asking the students what they already know about Veterans Day. | | | | |
| **Vocabulary:**  Military-is an organization authorized by its greater society to use lethal force, usually including use of weapons, in defending its country by combating actual or threats.  Army- is a fighting force that fights primarily on land. Includes the air force  Navy- is a fleet of waterborne military vessels .  Veteran-s a person who has had long service or experience in a particular occupation or field  Solider- is one who fights as part of an organized land-based armed force | | | | |
| **Content Knowledge:**  I am going to help the students understand why we celebrate Veterans Day. There are many different types of Veterans so the teachers will express the knowledge of the vocabulary of a Veteran.  It is essential for the children to understand that this is a holiday of celebrating and giving back thanks for them serving for us. | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?*  *BOLD LETTERS:* ***Lecture****, one-on-one,* ***hands-on****, experiment, graphic organizers, d****iscussion****, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology,* ***brainstorm, ar/project, etc.***  I have chosen this method so the girls can brainstorm their ideas on what a Veteran is. I will then show pictures of people who served and explain which branch they came from. | | **Differentiation:**  Students who have trouble concentrating will be placed *in front of the classroom.*  *The teachers will walk around and potentially work one-on-one with the student.* | | |
| **Materials:**  **Markers**  **Paper**  **Coloring page**  **Picture of Veterans** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  **The students will first write in their journals. They will write what they know about Veterans Day. The teachers will then pass around pictures of Veterans and ask if they know who they are.**  **The teachers will try to ask every student if they ever had any family members serve for our country. The students will need to know the definition of a Veteran before we start making a card for them. The teachers will then ask the students if they know any veteran vocabulary.** | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  What is a form of branch an American citizen can go into?  On what day do we celebrate Veterans Day?  What is the definition of a Veteran? | | | | |
| **Teacher will do:**  **Have the students write in their journals**  **Show pictures of Veterans serving our country**  **Ask the students what do they think of when they hear the word veteran. (What are so vocab words)**  **Write their answers on the board**  **Talk about some of the words**  **Tell the definition of a Veteran and why we celebrate it**  **Have the students write a letter to a veteran and draw them a picture.**  **Have them clean up any mess made** | | **Student will do:**  **Write in their journals**  **Look at pictures of Veterans**  **Answer any questions the teachers instruct**  **Listen to any definitions about Veterans**  **Write a letter to a Veteran and color/draw a picture**  **Clean up any mess** | | |
| **Closure:** Give the letters to a Veteran**!** | | | | |
| **Reflection:**  *Gone for basketball.* | | | | |

**#3 First Thanksgiving-Pilgrims**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Julie, Jamee, Brooke** | **Grade level: 2nd-3rd** | | **Subject(s): Social Studies** | **Time frame: 45 minutes** |
| **Nebraska State Standard:**  4.1.2 By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.  4.1.5 By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.  4.1.6 By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance. | | | | |
| **Objectives:** The students will be able to  \*Name important historical events and significant people that make up the first Thanksgiving  \*Draw a picture that depicts the Pilgrims travel  \*Create a timeline as a large group. | | | | |
| **Assessment:** Summative: Girls will be given a “quiz” at the end of the story and timeline review. They will be asked to write their answers on a dry erase board and hold them up. One teacher will document answers for grade. | | | | |
| **Vocabulary:**  **Pilgrims:** People who left England because of their religious beliefs and took a ship to America. They were called the Saints and the Strangers before reaching America.  **Mayflower:** Theship the Pilgrims traveled in to come to America.  **New World:** America  **Mayflower Compact:** An agreement between the saints and strangers that brought them together and they joined together to become the Pilgrims.  **Plymouth:** Where the Pilgrims settled in the New World.  **Patuxets:** Thetribe of American Indians who helped the Pilgrims the first few years.  **Samoset:** The first Native who talked to the Pilgrims.  **Squanto:** The NativeAmerican who taught the Pilgrims how to survive; fish, plant crops like corn, and which plants were poisonous.  **Thanksgiving Day:** A national holiday which celebrates the Patuxet Tribe and the Pilgrims joining togetherfor a feast. | | | | |
| **Content Knowledge:**  **The Pilgrims and America's First Thanksgiving**  http://www.holidays.net/thanksgiving/images/mayflower.jpg  The Pilgrims, who celebrated the first thanksgiving in America, were fleeing religious persecution in their native England. In 1609 a group of Pilgrims left England for the religious freedom in Holland where they lived and prospered. After a few years their children were speaking Dutch and had become attached to the dutch way of life. This worried the Pilgrims. They considered the Dutch frivolous and their ideas a threat to their children's education and morality.  So they decided to leave Holland and travel to the New World. Their trip was financed by a group of English investors, the Merchant Adventurers. It was agreed that the Pilgrims would be given passage and supplies in exchange for their working for their backers for 7 years.  On Sept. 6, 1620 the Pilgrims set sail for the New World on a ship called the Mayflower. They sailed from Plymouth, England and aboard were 44 Pilgrims, who called themselves the "Saints", and 66 others ,whom the Pilgrims called the "Strangers."  The long trip was cold and damp and took 65 days. Since there was the danger of fire on the wooden ship, the food had to be eaten cold. Many passengers became sick and one person died by the time land was sighted on November 10th.  The long trip led to many disagreements between the "Saints" and the "Strangers". After land was sighted a meeting was held and an agreement was worked out, called the Mayflower Compact, which guaranteed equality and unified the two groups. They joined together and named themselves the "Pilgrims”  Although they had first sighted land off Cape Cod they did not settle until they arrived at Plymouth, which had been named by Captain John Smith in 1614. It was there that the Pilgrims decide to settle. Plymouth offered an excellent harbor. A large brook offered a resource for fish. The Pilgrims biggest concern was attack by the local Native American Indians. But the *Patuxets* were a peaceful group and did not prove to be a threat.  The first winter was devastating to the Pilgrims. The cold, snow and sleet was exceptionally heavy, interfering with the workers as they tried to construct their settlement. March brought warmer weather and the health of the Pilgrims improved, but many had died during the long winter. Of the 110 Pilgrims and crew who left England, less that 50 survived the first winter.  On March 16, 1621 , what was to become an important event took place, an Indian brave walked into the Plymouth settlement. The Pilgrims were frightened until the Indian called out "Welcome" (in English!).  His name was *Samoset* and he was an Abnaki Indian. He had learned English from the captains of fishing boats that had sailed off the coast. After staying the night Samoset left the next day. He soon returned with another Indian named *Squanto* who spoke better English than Samoset. Squanto told the Pilgrims of his voyages across the ocean and his visits to England and Spain. It was in England where he had learned English.  Squanto's importance to the Pilgrims was enormous and it can be said that they would not have survived without his help. It was Squanto who taught the Pilgrims how to tap the maple trees for sap. He taught them which plants were poisonous and which had medicinal powers. He taught them how to plant the Indian corn by heaping the earth into low mounds with several seeds and fish in each mound. The decaying fish fertilized the corn. He also taught them to plant other crops with the corn.  The harvest in October was very successful and the Pilgrims found themselves with enough food to put away for the winter. There was corn, fruits and vegetables, fish to be packed in salt, and meat to be cured over smoky fires.  The Pilgrims had much to celebrate, they had built homes in the wilderness, they had raised enough crops to keep them alive during the long coming winter, they were at peace with their Indian neighbors. They had beaten the odds and it was time to celebrate.  The Pilgrim Governor William Bradford proclaimed a day of thanksgiving to be shared by all the colonists and the neighboring Native Americans. They invited Squanto and the other Indians to join them in their celebration. Their chief, *Massasoit*, and 90 braves came to the celebration which lasted for 3 days. They played games, ran races, marched and played drums. The Indians demonstrated their skills with the bow and arrow and the Pilgrims demonstrated their musket skills. Exactly when the festival took place is uncertain, but it is believed the celebration took place in mid-October.  The following year the Pilgrims harvest was not as bountiful, as they were still unused to growing the corn. During the year they had also shared their stored food with newcomers and the Pilgrims ran short of food.  The 3rd year brought a spring and summer that was hot and dry with the crops dying in the fields. Governor Bradford ordered a day of fasting and prayer, and it was soon thereafter that the rain came. To celebrate - November 29th of that year was proclaimed a day of thanksgiving. This date is believed to be the real true beginning of the present day Thanksgiving Day.  The custom of an annually celebrated thanksgiving, held after the harvest, continued through the years. During the American Revolution (late 1770's) a day of national thanksgiving was suggested by the Continental Congress.  In 1817 New York State had adopted Thanksgiving Day as an annual custom. By the middle of the 19th century many other states also celebrated a Thanksgiving Day. In 1863 President Abraham Lincoln appointed a national day of thanksgiving. Since then each president has issued a Thanksgiving Day proclamation, usually designating the fourth Thursday of each November as the holiday. | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add** *Lecture, one-on-one, hands-on, experiment, graphic organizers, discussion, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, ar/project, etc.*  *Why have you chosen this/these method(s)?* We already have a small group of girls a discussion telling the story will lead to the girls sharing the knowledge they already contain and tying it to the new knowledge they will be presented. | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  HAL students will be asked to put more detail into their drawings and asked to add more detail in their explanations.  ELL students will be given a word bank during the quiz. | | |
| **Materials:**  **Large piece of paper (timeline), markers, paper, dry erase boards and dry erase markers, pictures of the Mayflower** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  There will be pictures of the Mayflower for the students toview to begin the lesson. | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**  Introduce Thanksgiving with pictures  Give facts about the First Thanksgiving (draw the story-maybe)  Write a timeline from students suggestions (the dates will already be written, students give suggestions on remembering facts from the story)  Give a quiz-  What was the name of the Pilgrims' ship? Where is the New World? How long did the trip from Holland to the North America take? Where did the Pilgrims land? Who greeted the Pilgrims when they arrived in Plymouth? Who was Squanto? What is the name of the holiday we celebrate to remember this feast?  One teacher will document results  Hand out paper and markers and request students draw their thoughts about the story they heard  Listen to student as they share what they drew  Give them one of the Mayflower pictures to take home with them  Walk them to the bus | | **Student will do:**  Look at pictures and share what they know about Thanksgiving  Listen to the story  Participate in making a timeline  Take a quiz using dry erase board and markers  Draw their perspective of the Pilgrims coming to the New World  Share their picture with a teacher  Choose a Mayflower picture  Line up quietly and walk to the bus | | |
| **Closure:** [Students will share their picture with a teacher and choose a Mayflower picture to take home.](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf) | | | | |
| **Reflection:**  *Gone for basketball.* | | | | |

[](http://www.google.com/imgres?tbm=isch&tbnid=Np0O_Gh7-jarLM:&imgrefurl=http://homepages.rootsweb.ancestry.com/~sam/rwarren.html&docid=3-iHfwPjYPg6jM&imgurl=http://homepages.rootsweb.ancestry.com/~sam/mayflower.jpg&w=530&h=290&ei=zpp9Uur7MffKsQSVnID4CA&zoom=1&ved=1t:3588,r:25,s:0,i:173&iact=rc&page=2&tbnh=165&tbnw=293&start=12&ndsp=25&tx=184.54550170898437&ty=120.81820678710937)

[](http://www.google.com/imgres?tbm=isch&tbnid=rODDSAJqdQUZxM:&imgrefurl=http://www.friesch-artist.com/MayflowerGallery.html&docid=J-OujEN89xg8CM&imgurl=http://www.friesch-artist.com/MayflowerGalleryImages/Mayflower.gif&w=432&h=326&ei=zpp9Uur7MffKsQSVnID4CA&zoom=1&ved=1t:3588,r:36,s:0,i:206&iact=rc&page=2&tbnh=177&tbnw=180&start=12&ndsp=25&tx=52.36376953125&ty=105.36363983154297)

[](http://www.google.com/imgres?tbm=isch&tbnid=Bsr3ycS5RFBw6M:&imgrefurl=http://www.mayflowersteps.co.uk/mayflower_index.html&docid=E5UF7jDCGxg8oM&imgurl=http://www.mayflowersteps.co.uk/images/pilgrim-fathers-first-landing.jpg&w=594&h=392&ei=VZt9UprjOJW0sQSXq4DYAw&zoom=1&ved=1t:3588,r:10,s:0,i:120&iact=rc&page=1&tbnh=173&tbnw=261&start=0&ndsp=16&tx=151.18185424804687&ty=100.45455932617187)

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=y14NPBOatCtg0M&tbnid=k-khGH_OiLFEjM:&ved=0CAUQjRw&url=http://www.saveyourheritage.com/mayflower_pilgrims.htm&ei=gpt9UoHmM9KLkAefvICQCw&bvm=bv.56146854,d.cWc&psig=AFQjCNG9kclMmmxUrJEyQBfvzBfkKgPaZQ&ust=1384049878141668)

[](http://www.google.com/imgres?tbm=isch&tbnid=0JvBkpzNEu-eKM:&imgrefurl=http://www.cpsd.us/tobin/directory/Grade3/Pilgrim_Webquest/Pilgrim_webquest.htm&docid=L1s6ZbZLdczXuM&imgurl=http://www.cpsd.us/tobin/directory/Grade3/Pilgrim_Webquest/Pilgrim_webquest_files/pilgrimsdinner2.jpg&w=397&h=315&ei=VZt9UprjOJW0sQSXq4DYAw&zoom=1&ved=1t:3588,r:62,s:0,i:285&iact=rc&page=3&tbnh=172&tbnw=241&start=49&ndsp=30&tx=150.7274169921875&ty=144.27276611328125)

[](http://www.google.com/imgres?tbm=isch&tbnid=Hi9JtaAemslsTM:&imgrefurl=http://hereandnow.wbur.org/2011/11/24/black-pilgrim-puritan&docid=-t-fYRU-Bqh3KM&imgurl=http://media.wbur.org/wordpress/11/files/2011/11/1124_black-pilgrim-e1321987611509-624x448.jpg&w=624&h=448&ei=VZt9UprjOJW0sQSXq4DYAw&zoom=1&ved=1t:3588,r:68,s:0,i:303&iact=rc&page=3&tbnh=172&tbnw=251&start=49&ndsp=30&tx=155.9091796875&ty=121.181884765625)

[](http://www.google.com/imgres?tbm=isch&tbnid=SajTUONjT7c3LM:&imgrefurl=http://www.britannica.com/blogs/2010/11/thanksgiving-day-from-pilgrims-to-the-tsa-picture-essay-of-the-day/&docid=2scHc-DGAXo9CM&imgurl=http://www.britannica.com/blogs/wp-content/uploads/2010/11/0000096797-thanks003-004.jpg&w=550&h=350&ei=VZt9UprjOJW0sQSXq4DYAw&zoom=1&ved=1t:3588,r:95,s:0,i:384&iact=rc&page=4&tbnh=179&tbnw=282&start=79&ndsp=29&tx=257.27276611328125&ty=152.90911865234375)

[](http://www.google.com/imgres?biw=1455&bih=687&tbm=isch&tbnid=WXEe5GHcUvF1uM:&imgrefurl=http://www.mrb-lewisandclarkcenter.org/pages/Native-American-Connection.html&docid=PpdWUUKfmPizoM&imgurl=http://www.mrb-lewisandclarkcenter.org/product_images/uploaded_images/native-americans.jpg&w=861&h=331&ei=AZx9UoHML8vMkQf34YC4BQ&zoom=1&ved=1t:3588,r:75,s:0,i:321&iact=rc&page=4&tbnh=139&tbnw=322&start=66&ndsp=25&tx=206.9091796875&ty=78.90911865234375)

**Lesson Plan Template: 4th of July**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Brooke, Julie, Jamee** | **Grade level: 2nd and 3rd** | | **Subject(s): Social Studies** | **Time frame: 45 minutes** |
| **Nebraska State Standard:**  SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols  SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)  SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation) | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Identify Independence Day and what happened  Explain why it’s celebrated | | | | |
| **Assessment:**  Formative assessment will be used when the students write in their journals and also when they participate when asked questions. | | | | |
| **Vocabulary:**  Independence Day- July 4, 1776  Colonies- on the Atlantic coast of North America  Patriotic- having or expressing devotion to and vigorous support for one's country.  Hancock- president of Congress when the Declaration of Independence was adopted and signed | | | | |
| **Content Knowledge:**  *I am going to help the students get a better understanding of the 4th of July. I am going to give them the background of it and help them understand why we celebrate it.* | | | | |
| **Teaching Methods/Strategies:**  ***Lecture****, one-on-one,* ***hands-on****, experiment, graphic organizers, discussion, demonstration, role-playing, observation, audio-visuals,* ***draw****, guest, field trip, music,* ***read a book****, service project, technology, brainstorm, ar/project, etc.* | | **Differentiation:**  *If students are unsure of something they can ask one of the teachers one-on-one.* | | |
| **Materials:**  **Worksheet**  **Pens**  **Paper**  **Markers**  **Book** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  Have the students write or draw in their journals what they know about Independence Day/4th of July | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Have the students write in their journals and talk about it** * **Read them a book** * **Talk to them about the 4th of July and show them some pictures** * **Give them the word search to do** * **Color the American flag** * **Have the students draw a picture of the 4th of July** * **Dismiss to the bus** | | **Student will do:**   * **Write in their journals and share what they wrote with the class** * **Check themselves in** * **Listen to the teacher as they read the book** * **Listen to the teacher as she talks about the 4 of July** * **Ask any questions they may have** * **Do the word search** * **Draw a picture of 4th of July** * **Dismiss to the bus** | | |
| **Closure:**  **Have the students share their pictures with the class** | | | | |
| **Reflection:**  *For our purposes, what are you most excited about? Nervous? Think ahead in anticipation of what you think the lesson might be like.* | | | | |

**#5 Thanksgiving-Native American Games**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Julie, Brooke, Jamee** | **Grade level: 2nd & 3rd** | | **Subject(s): Social Studies, Technology, P.E.** | **Time frame: 45 minutes** |
| **Nebraska State Standard:**  **4.1.1 By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.**  Identify and describe cultural holidays and events in their communities, Nebraska, and United States.  **By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.**  Identify groups that have impacted Nebraska’s history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers. | | | | |
| **Objectives:** The students will be able to:  \*experiment with Native American Games  \*tell another student how to play a Native American Game and what skill they were working on as they mastered the game. | | | | |
| **Assessment:** Formative Assessment will be teacher observation of student participation in game play. | | | | |
| **Vocabulary:**  **Moccasins:** shoes Native American children wore, usually made out of buffalo hide  **Sign Language:** a way Native Americans and early settlers used to communicate by using their hands  **Archery:** a skill that used a bow and arrow to hit a mark  **Animal Track:** a footprint left behind by an animal. A track was usually left in dirt or mud. | | | | |
| **Content Knowledge:**  Students will be given information that there were many different tribes across America. Children from different tribes played different games with each other. Talking about different types of games they like will connect the students to see they even like games that are different similar to different tribes. We are going to try out a few of their games. These games taught the Native children skills they needed in their life. | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add** *Lecture, one-on-one, hands-on, experiment, graphic organizers, discussion, demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology, brainstorm, ar/project, etc.*  *Why have you chosen this/these method(s)?* To have the girls active in their learning of a different cultures type of games. | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL).*  Students who are unsure of game play will be seated next to a teacher. | | |
| **Materials:**  Computer, pencils (to use a stick and a writing tool), student’s shoes (moccasins), one marble, small drum, colored masking tape. | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  We will talk about what their favorite games are and how to play them. | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**  Question students about their favorite games  Introduce and demonstrate different Native American games  Set up computer sign language game and explain technology rules  Lead all games  Hand out paper and marker for matching game and explain the pictures and names of each animal  Take vote for favorite game of students | | **Student will do:**  Name and explain their favorite game  Listen and participate in each game presented  Participate in computer game and follow technology rules  Participate in all game play  Complete animal matching game  Vote for favorite game as they line up for the bus | | |
| **Closure: Teacher will have students vote for their favorite game they participated in to line them up for the bus.** | | | | |
| **Reflection:**  *Gone for basketball.* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Brooke, Julie, Jamee** | **Grade level: 2nd and 3rd** | | **Subject(s): Social Studies** | **Time frame: 45 minutes** |
| **Nebraska State Standard:**  SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day  SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn):*  Identify each of the holidays we talked about  Explain and define each holiday | | | | |
| **Assessment:**  This will be a summative assessment. We will be giving them a quiz to see if they learned about the different holidays. | | | | |
| **Vocabulary:**  Independence Day- July 4, 1776  Thanksgiving Day- A national holiday which celebrates the Patuxet Tribe and the Pilgrims joining togetherfor a feast.  Veterans Day- holiday which honors people who have served in armed service also known as veterans. Nov 11 | | | | |
| **Content Knowledge:**  We are going to review each of the different holidays before giving them a quiz. | | | | |
| **Teaching Methods/Strategies:**  **Put in BOLD**  *What teaching method(s) will you use for this lesson?* ***Lecture,*** *one-on-one,* ***hands-on****, experiment, graphic organizers,* ***discussion,*** *demonstration, role-playing, observation, audio-visuals, draw, guest, field trip, music, read a book, service project, technology,* ***brainstorm****, ar/project, etc.*  *We will talk about the different holidays and brainstorm ideas of what they think. and then we will do a hands on activity playing bingo with our terms.*  *Why have you chosen this/these method(s)?* | | **Differentiation:**  *If the students are unsure of something they can ask one of the teachers one-on-one.* | | |
| **Materials:**  **Quiz**  **Pens**  **Construction paper**  **markers** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set:**  *Review the different holidays.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Have the students sign in** * **Review veterans day, thanksgiving, and independence day with the students** * **Give them their quiz** * **Have the students do a Thanksgiving activity** * **Clean up any mess** * **Dismiss to the bus** | | **Student will do:**   * **Sign themselves in** * **Listen to the teacher as they review** * **Ask any questions they may have** * **Take their quiz** * **Listen to the teacher as she describes the thanksgiving activity** * **Clean up any mess** * **Dismiss to the bus** | | |
| **Closure:**  Remind them about Thanksgiving. | | | | |
| **Reflection:**  *For our purposes, what are you most excited about? Nervous? Think ahead in anticipation of what you think the lesson might be like.* | | | | |

Name: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write in the correct holiday for the following questions.

1. Thanksgiving Day B. Independence Day C. Veterans Day
2. Which day is celebrated because America departed from Great Britain in 1776? ­

­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which day honors people who have served in the armed forces?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

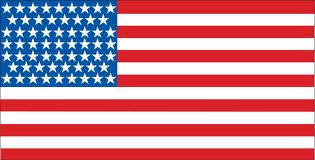
1. Which holiday celebrates the Patuxet Tribe and the Pilgrims joining togetherfor a feast?

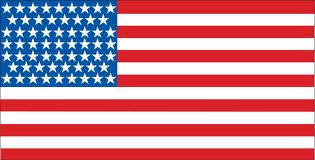
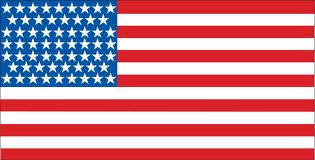
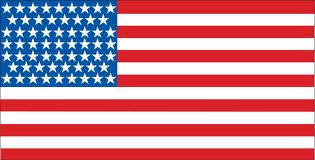
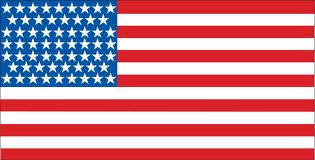
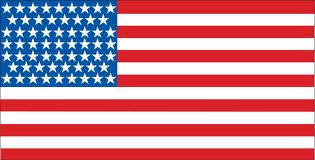
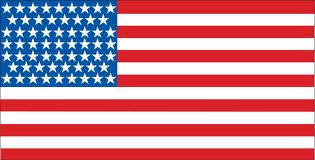
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Match the pictures with the corresponding holidays listed above. Each holiday is used twice.

1. Independence Day B. Thanksgiving Day C. Veterans Day
2. [](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=y14NPBOatCtg0M&tbnid=k-khGH_OiLFEjM:&ved=0CAUQjRw&url=http://www.saveyourheritage.com/mayflower_pilgrims.htm&ei=gpt9UoHmM9KLkAefvICQCw&bvm=bv.56146854,d.cWc&psig=AFQjCNG9kclMmmxUrJEyQBfvzBfkKgPaZQ&ust=1384049878141668) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. [](http://www.google.com/imgres?tbm=isch&tbnid=YHBshtCjs6Nu9M:&imgrefurl=http://blog.daum.net/_blog/hdn/ArticleContentsView.do?blogid=05pOk&articleno=9314525&looping=0&longOpen=&docid=VbqJ9cKv9ljpuM&imgurl=http://cfs12.blog.daum.net/original/34/blog/2009/01/10/11/56/49680e512e411&filename=mayflower%5b1%5d.jpg&w=1600&h=1124&ei=zpp9Uur7MffKsQSVnID4CA&zoom=1&ved=1t:3588,r:31,s:0,i:191&iact=rc&page=2&tbnh=177&tbnw=252&start=12&ndsp=25&tx=200.90911865234375&ty=159.27276611328125) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bulletin Board Sketch or picture (1 per Unit)**

U S A



**Unit 1: Reflection of yourself so far…/ Unit 2: Overall overview**

I thought that this lesson unit was kind of hectic given the fact that I was only their two times out of the six we had. I thought that it was kind of difficult to make a lesson plan because it was hard to know what my partners had talked about and how they were doing it. I also thought that it was hard to know if the girls were learning anything better or not. I think overall that the teaching went well and the girls had fun with all of the activities that we had them do.