
WGU ELEMENTARY SOCIAL STUDIES METHODS

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A. SIX-WEEK UNIT OUTLINE OF A SOCIAL STUDIES UNIT.

Unit topic: Green Bay Wisconsin, beyond the Packers - Then and Now

Grade level: 4

Week	A2c. Measurable Objectives	A2b. Standards	A2a. SS Themes	Descriptions
Week One	Given two maps, to include a modern map and a 19th century map of the Green Bay area, students will map 5 modern points of interest onto the historic map with 100% accuracy.	A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world	People places and environment	<p>The teacher will find a map of modern Green Bay near the Fox River to show both sides of the river. The map will be stripped down to main streets and major landmarks on the east and west side of the river. This will include the courthouse, schools, and historic buildings that may have been moved to Heritage Hill living museum.</p> <p>The teacher will then get a map of historic Brown County and ensure the maps are aligned in scale and geographical area. This lesson aligns with the objective of having</p>

				<p>students find modern locations on the historic map by giving students a sense of people, place and environment by evaluating and gathering information from maps as the standard calls for. This lesson also aligns with the theme of time, continuity and change.</p> <p>This lesson begins to prepare students for the next lesson and the upcoming field trip where students will get to see real evidence from 19th century "Green Bay."</p>
Week Two	<p>Given multiple research tools, in assigned groups, students will identify at least three items within their assigned theme and will complete a compare and contrast Venn diagram with at least three items each from present day and 19th century time periods.</p>	<p>B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups</p>	<ul style="list-style-type: none"> • people, places, and environment • power, governance, and authority • science, technology, and society • time, continuity, and change 	<p>Students will work in assigned groups on a group internet and library research project. Groups will work on the following themes/activities: • people, places, and environment Students research hobbies and pastimes of 4th grade students during the 19th century and today</p> <ul style="list-style-type: none"> • power, governance, and authority students research military chain of command during the 19th century and today • science, technology, and society students will compare the technology used to treat and heal a broken leg from 19th century to today • time, continuity, and change

				<p>information gathered in this lesson will prepare students for a final project based in this theme.</p> <p>The objective of gathering historic and modern information (based on an assigned theme) and organizing this information graphically directly connects the standard of comparing and contrasting various roles played by individuals and groups. Each project group works within its own theme that connects back to the standard and is revealed in the Venn diagram, or objective. Students will use this background knowledge in their field trip assignment the following week. Students will benefit from utilizing the library resource staff by learning different ways to find historical information, as a bonus.</p>
Week Three	In assigned teams, students will both independently and collectively identify and examine museum displays and exhibits in order to fill in a prepared worksheet with theme-related questions to check understanding with 80% accuracy.	B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts	<ul style="list-style-type: none"> • people, places, and environment • power, governance, and authority • science, technology, and society • time, continuity, and change 	Field Trip! The Neville Public Museum to see the exhibit: Life and Death at Fort Howard. This thrilling exhibit features artifacts from everyday children’s games to medical tools and military items from the west side of the Fox River, which was once called Fort Howard. Students will immerse themselves in a time 200 years ago just a mile away from their school today. Spiced up with themes of murder and mystery, students will work in multiple social studies themes

				<p>and bring them back together for a jigsaw classroom activity next week. Students will work in three groups.</p> <p>Themes/groups students will be assigned to:</p> <ul style="list-style-type: none">• people, places, and environment (students in this group will learn about a real ball that occurred at the Fort.)• power, governance, and authority (students will explore military chain of command and learn about a murder that happened to a lieutenant by his own soldiers)• science, technology, and society (students will explore replica military weapons from Fort Howard in the 19th century)• time, continuity, and change (students will come together in a jigsaw activity and pull together each theme explored at the museum to create a classroom graphic organizer of how times have changed or stayed the same in Green Bay, W <p>The objective of the student looking for clues and answers during a field trip to the museum keeps students engaged in the activities, encourages them to explore the exhibits, read, touch,</p>
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				listen and construct their understanding of what they have learned in previous weeks to this day. Students will explore each individual theme listed and will pull together their understanding in the theme of time continuity and change.
Week Four	Given multiple resources and constructed learning from previous lessons, students will compile previous week documentation, collaborate to prepare and create a presentation to be given orally to the rest of the class with 80-100% group participation, one collaborative visual and one individually written comparative summary containing three to five items from the Venn diagram in week two.	B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups	<ul style="list-style-type: none"> • people, places, and environment • power, governance, and authority • science, technology, and society • time, continuity, and change 	Students will work in groups to create and prepare a presentation to give to the rest of the class in the following week. The group will be considered the theme/content experts. This objective aligns with the standard because the assignment is to compare and contrast changes in contemporary life. To date, students had evaluated, compared, and immersed, in the study of individuals and groups in society and the local community. This exercise falls within the theme of time continuity and change.
Week Five	Given multiple resources and gathered resources from previous lessons, students will complete a collaborative presentation to be given orally to the rest of the class. The presentation will include one collaborative visual and one individually written summary.	B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals	<ul style="list-style-type: none"> • people, places, and environment • power, governance, and authority • science, technology, and society • time, continuity, 	Students will use their knowledge gained from the previous lessons to work in their assigned group to teach the rest of the class what they have learned as content/theme experts. Students will all participate. This lesson aligns with the objective, standard and theme by

	A rubric score with a final average score of at least 15 is required for the oral presentation. The written summary will include from three to five comparative elements from week two.	and groups	and change	allowing students to compare and contrast their assigned theme in collaboration with peers. The objective proves mastery of the standard within the theme of time, continuity and change.
Week Six	Given their presentations and resource tools, students will present and display their lesson learning in an exhibit-style format to their younger peers in the school community with 80-100% participation and including at least two different cultures.	C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity	civic ideals and practices	<p>Students will host an exhibit for first grade students to visit their 4th grade classroom. Groups will stand at their presentation space and talk to first grade students about the displays. The tables will also have printed photos of artifacts from the 19th century. Multi-cultural elements must be included in the presentation.</p> <p>The objective connects to the standard and the theme because the 4th grade students are using their knowledge for their geographical community and paying it forward to their school community. Integration of all cultures in the presentation are critical and a civic responsibility.</p>

REFERENCES

Retrieved from <http://www.nevillepublicmuseum.org/temporary-exhibits/life-and-death-in-fort-howard>

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B. WEEK THREE FIELD TRIP RELATED TO UNIT TOPIC: GREEN BAY WISCONSIN, BEYOND THE PACKERS, THEN AND NOW

Neville Public Museum

Exhibit: Life and Death at Fort Howard

Two hundred years have passed since the 5th Infantry of the U.S. Army landed on the west side of the Fox River. In this exhibit discover the stories of Green Bay's nineteenth century military post, Fort Howard. It was here, along the shores of the Fox River, where officers, soldiers, and civilians laid the foundations for the community that became Green Bay. Explore rare artifacts and first-hand accounts that tell the tales of life, lost love, murder and revenge in Life and Death at Fort Howard. - See more at:

<http://www.nevillepublicmuseum.org/temporary-exhibits/life-and-death-in-fort-howard#sthash.380JYh4K.dpuf>

The state standard sets the expectation that students, by grade four, will be able to identify and examine various sources of information that are used for constructing an understanding of the past. The field trip immerses students into the past via the exhibit, but also in a building in the exact geographical area they will be learning about in the 1900s, Fort Howard. The objective for the week of the field trip, assigning students into teams and having them work both independently and collectively with theme-related questions will keep students engaged in the exhibit, and will help students to spiral back to the content explored in the previous weeks of the unit. Having students seek and find information by touching, hearing, seeing and experiencing through the objective will ensure the standard is met and the information is internalized and retained.



The learning activities that lead up to the field trip are listed in the unit outline and include 1) learning the evolution of the geographical location they are about to be studying 2) diving into general, or national, comparisons with multiple social studies themes that align with the upcoming themes of the exhibit. The learning activity keeps the group membership from the prior week and the same theme follows the group

to the museum. The specifics of the exhibits and the themes tied together are listed in the outline. The final project in the week following the field trip will tie together pre-work in week two and information gathered during the field trip in week three. In week four, students will present and teach the rest of the class what they learned in their given theme in a jigsaw-style presentation.

C. INQUIRY-BASED, INTEGRATIVE LESSON IDEA THAT ALIGNS WITH THE CONTENT FROM WEEK FOUR.

In week four of the unit students will work on compiling the information and research from week two and information gathered from the field trip. The group members are now content experts and will orally present with visual displays to the rest of the class over the following week. Students are permitted to use a computer to create the presentation or may use a poster board. Each student will prepare a written summary independently.

Wisconsin Social Studies Standard: B.4.4 By grade four, students will... Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

Wisconsin Language Arts Standard: By grade four, students will... With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Given multiple resources and gathered resources from previous lessons, students will complete a collaborative presentation to be given orally to the rest of the class. The presentation will include one collaborative visual and one individually written summary. A rubric score with a final average score of at least 15 is required for the presentation. The written summary must include from three to five comparative elements from week two and their Venn diagram.

Students will have access to the internet, Powerpoint, Microsoft Word, Poster board, markers, scissors, magazines, glue sticks.

D. ESSAY RESPONSES:

The lesson idea in part C will connect *both* Social Studies and Language Arts standards from C1 into an interdisciplinary learning experience in the spirit of social studies inquiry. By collaborating and learning from each other, students will weigh their peer-submitted ideas/information against their own experiences and learned concepts throughout the week. By this, students will continually verify, interpret and verify again. The students will come to an agreement in their final presentation and report their findings. In addition, students will have a chance to give their own explanations in their written summaries.

Previously learned skills necessary for this lesson would be the ability to read and write at grade level to perform research, write a summary and read exhibit displays. Students will also need the previous content from the prior lessons in the unit to construct their knowledge leading up to the field trip and the main presentation. Collaboration is critical to the success of this project and the culmination of formative assessments and adjustments to individualized instruction where needed will keep all students moving forward to the best of the instructor's ability.

Differentiated learning instruction for this lesson will include English language learners and gifted and talented students.

Although the lesson and unit is designed with English language learners in mind, the lesson will include group makeup that includes other students that speak the same native language. This will help students to talk to each other with ease about the experiences they have during research and museum exploration. During the written summary portion of the presentation, sentence starters will be provided to engage the students in their thinking and organization of their thoughts. An example of a sentence would be "One thing that is the same about people of Green Bay today and people of Fort Howard in the 19th century is..." This approach helps to meet student need by helping them to keep moving along in the lesson with their peers without lessening the rigor of the coursework. (Ford, n.d.)

An approach to differentiate learning for gifted and talented learners will be to offer students the opportunity to lead group discussions by given them a list of questions to ask te group to engage discussion. Not all students will know how to start in the collaboration and gifted

and talented students may be bored if they are the only ones contributing to the conversation. This approach meets the students' needs by offering a deeper challenge and opportunities for leadership learning as an additional layer to the lesson.

E. STUDENT ASSESSMENT FOR THE LESSON IDEA IN PART C.

Students will be assessed in a summative manner during and after the presentations utilizing a rubric. Students written work will be assessed and must include at least three compare and contrast elements. The final presentation and participation in the lesson will be assessed using the following rubric with a final average score of at least 15. Criteria include preparedness, collaboration, listening, comprehension, and content. Although this lesson calls for an assessment for only the lesson in part C, it also includes the final preparation which falls in weeks four AND five.

Student Name: _____

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Learning outcomes by students will drive future lessons and teaching approaches based on their rubric scores. Items such as, collaboration and participation will give clues as to whether or not the content was exciting and relevant to the student. Adjustments can be made based on the theory and approach to create group lessons. Content can be evaluated to determine the connections students are

able to make by spiraling and constructing content from week to week and from one student to another. The evaluation of listening will also determine if the content was engaging or not. Overall, it is important that students understand that human beings change and stay the same throughout history. Some technologies change and some things stay the same. The local geography in our community both changes and stays the same. From the oak tree on the corner to the river that flows through the City of Green Bay and once past the Native Americans and soldiers in Fort Howard. Although not a part of this lesson, it is further evident in our community when a large group of citizens held signs and attended City Council meetings to avoid a Walmart on the banks of the river in the very spot arrow heads were recently found. We change, evolve and wax and wane and leap and put on the brakes. This lesson plan should support social studies and its importance in moving forward with a nod to the past.