

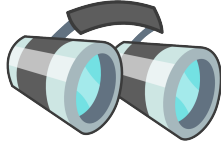



## Lesson Description:

### Lesson 9.2: Unit Project: Oral Histories “The Good Old Days” Day 2 & 3

Outcomes	Resources	Procedure	Assessments
			

**Grade:** 5  
**Subject:** Social Studies  
**Unit:** How do we learn about the Past?

**Driving Questions:** *How do we learn about the past?*  
 What changes have taken place in our culture?



#### Curriculum Outcomes:

##### Social Studies:

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

##### What is the role of the historian?

Investigate how cultures are transmitted from generation to generation

Compare past and present events

Conduct an interview, investigate and report

Asking open-ended questions

Find reliable information

Explore how culture is shared through technology and media

<b>Expected Time:</b> 1 hour	
<b>Resources:</b> Flipped video 1: <a href="#">Good old days introduction</a> <a href="#">Picture – interview reminders</a>	
<b>Lesson Procedure</b>	<b>21<sup>st</sup> century skills</b>
<p><b>Teacher does (I Do):</b> Planning for the interview</p> <p><b>I do:</b> Motivation: Watch the Good old days introduction video again for the benefit of those who could not play it at home. Tell them to list on their paper the steps of doing an interview.</p> <p>-----</p> <p><b>You do/we do:</b> List the steps individually then share with group. Give the <a href="#">handout of picture reminders</a> to help them. (Click the picture to return to this page.)The adapted version follows the regular one.</p> <p><b>Suggested Answers:</b></p> <ol style="list-style-type: none"> <li>1. Focused topic</li> <li>2. Plan interview questions</li> <li>3. Choose date and uninterrupted time</li> <li>4. Tell goal, ask for stories</li> <li>5. Encouragement- not yes or no type Q's, ask explain, how, describe...</li> <li>6. Look at old photo albums / internet ideas</li> <li>7. Notes- clipboard, voice or video- be considerate, save for memento</li> <li>8. New questions arise during conversation</li> <li>9. Listen carefully- be polite and respectful</li> <li>10.Thank you card.</li> </ol>	<p>5 minutes</p> <p><input checked="" type="checkbox"/> find, validate</p> <p><input type="checkbox"/> remember, understand</p> <p><input type="checkbox"/> collaborate, communicate</p> <p><input type="checkbox"/> analyze, synthesize</p> <p><input type="checkbox"/> critical thinking</p> <p><input type="checkbox"/> evaluate, leverage</p> <p><input type="checkbox"/> create, publish</p> <p><input type="checkbox"/> citizenship</p> <p>10 minutes</p>

## Whole class game: Interview questioning: learning to ask open ended questions in preparation for the interview

From Doug Lipman at <http://www.storydynamics.com/Articles/Education/interviewing.html> play What fairy tale character am I?

Description: Played as a version of who am I, the leader takes on the role of a familiar fairy tale character. If the students ask a yes/no question, the leader gets a point. If they ask an open ended question, or one that builds on the previous question, they get the point (and of course the answer to their question) After three points they can guess the identity of the fairy tale character. Students see how the yes/no type of questions shut down an interview, while open ended questions get the desired information.

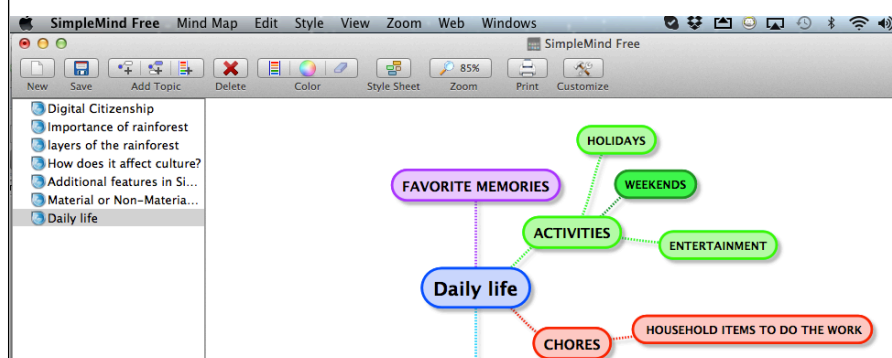
10 minutes

- ☐ find, validate
- ☐ remember, understand
- ☐ **collaborate, communicate**
- ☐ **analyze, synthesize**
- ☐ **critical thinking**
- ☐ evaluate, leverage
- ☐ **create, publish**
- ☐ **citizenship**

- ☐ **collaborate, communicate**

**Group :** Invite students to get into groups according to the topics that they chose to focus on. In a graphic organizer app such as *Inspiration Simple minds*, or *tools4students* have them list the categories of information that they know and what they want to ask about. . Inspiration is my preference as a web maker where possible as it transfers directly into outline form.

15 min

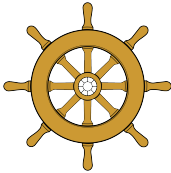


<p><b>Class share (We Share):</b>  <b>Share: Check in - have one representative of each group airplay their screen to discuss their brainstorm.</b></p> <p><b>Question Writing:</b> Next, back in the group brainstorm to add open ended questions for interview topics. Record on “Notes” app or simple minds.</p> <p><b>Share:</b> Airplay and through discussion help to rephrase any closed questions.</p> <p>(Students may need additional time to write questions or check in about them. Consider a quick check in at the side during a future time)</p>	<p>20 minutes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> <b>collaborate, communicate</b></li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> <b>critical thinking</b></li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> <b>create, publish</b></li> <li><input type="checkbox"/> <b>citizenship</b></li> </ul>
<p><b>Lesson Wrap Up:</b> Recap. Now we have some reminders to consider when doing our interview and a headstart to making better questions. Reminder of interview to be done by next week, _____.</p> <p>* (In the class before the interview is due, assign the Flipped video of Writing the report)</p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <p>For students with writing difficulties, there is a version of the interview reminders that only requires that they match up the correct number. When brainstorming for section ideas and questions, they can use speech to text dictation on the ipad where needed.</p>	
<p><b>Assessment:</b> Observe and record anecdotally :</p> <p>How successful are students in relating the important interview reminders?</p> <p>Assess their planning as shown in the webs.</p> <p>Are they using open vs closed questions?</p>	

## Lesson Description:

### Lesson 9.3: Unit Project: Oral Histories “The Good Old Days” Day 3

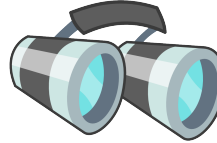
#### Outcomes



#### Resources



#### Procedure



#### Assessments



**Grade:** 5

**Subject:** Social Studies

**Unit:** How do we learn about the Past?

**Driving Questions:** *How do we learn about the past?*

What changes have taken place in our culture?



#### Curriculum Outcomes:

##### Social Studies:

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

##### What is the role of the historian?

Investigate how cultures are transmitted from generation to generation

Compare past and present events

Conduct an interview, investigate and report

Asking open-ended questions

Find reliable information

Explore how culture is shared through technology and media

**Expected Time:** 1 hour + additional writing time

Resources: Screencast: <a href="#">Writing the report</a>	
Lesson Procedure	21 <sup>st</sup> century skills

Teacher does (I Do):

**I do:** Motivation : Students rewatch the video on how to write the report . [Writing the report](#)

Display the smartboard file pictured below. The ideas were the main points from last night's video. Volunteers drag writing stages into the proper sequence and I use it as a means to ask students to recall the video contents.

<https://www.dropbox.com/s/39m31q5h0yfawm5/writing%20report%20order.notebook?dl=0>

Reorder the writing stages.

Reorder the writing stages.

Discuss the connections to the [evaluation checklist](#) .

5 minutes

- ☒ find, validate
- ☐ remember, understand
- ☐ collaborate, communicate
- ☐ analyze, synthesize
- ☐ critical thinking
- ☐ evaluate, leverage
- ☐ create, publish
- ☐ citizenship

10 minutes

<p><b>Student/Group (You do/We do):</b></p> <p>Students write the introductory paragraph. Check with a partner and teacher to verify that it contains an interesting lead, identification of who interviewed and era discussed.</p> <p><b>Class share (We Share):</b> Read some examples with the group</p> <p><b>Student (You do):</b> At this point the main part of the class continues writing their rough copy as Group A. If some students have not done an interview, we will consider them as “group B”:</p> <p><b>Group A:</b> Provide writing workshop time to create the rough copy on “Pages” or directly into “Keynote”. Circulate to conference with students.</p> <p><b>Group B:</b> Meanwhile, record who didn’t complete the interview for various reasons- lack of connections in community or other family reason, etc. Since I will need to circulate with the writers a lot today, have those that have not completed the interview use the other video resources on the website to gather their information.</p> <p>a) Links to other interviews with seniors are provided (These were collected and credited from outside sources, they are supplementary resources. They would be useful also as a resource to practice note taking. )</p> <p><a href="https://www.dropbox.com/s/g93e3exuj37cj2g/Other%20video%20sources.m4v?dl=0">https://www.dropbox.com/s/g93e3exuj37cj2g/Other%20video%20sources.m4v?dl=0</a></p> <p>b) For IPP students, students use the Reading A-Z book Then and Now, a low level pattern book to create a similar style of report.</p> <p>For IPP students, students also listen to use my screencast called Jobs Change. This is a story by Terry Miller Shannon from the reading A-Z c collection, for lower level readers that I read as an audio book. (on website) Students can use this as an alternate starting resource to gather project information.</p>	<p>45 + minutes</p> <p><input type="checkbox"/> find, validate</p> <p><input type="checkbox"/> remember, understand</p> <p><input type="checkbox"/> <b>collaborate, communicate</b></p> <p><input type="checkbox"/> analyze, synthesize</p> <p><input type="checkbox"/> <b>critical thinking</b></p> <p><input type="checkbox"/> evaluate, leverage</p> <p><input type="checkbox"/> <b>create, publish</b></p> <p><input type="checkbox"/> <b>citizenship</b></p> <p><input type="checkbox"/> <b>collaborate, communicate</b></p>
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**Lesson Wrap Up:**

Remind of the importance of building an organized report. One main idea per paragraph. Intro, each key idea with support and then conclusion. Announce continued writing time for the next period.

**Differentiation/Modification/Enrichment:**

For students with writing difficulties, use the word prediction features of ios 8, dictation etc. If they used inspiration for planning, each main bubble can become the topic of a paragraph. Adjust the required detail and writing amounts for their language level. (IPP, transitional, fluent)

**Assessment:** Checklist as meet for conferences, observe and record use of the specified features anecdotally.



Click the picture to return to answers. Adapted version below.

1

2

3

4

5. (left)

6. (right)

Tell the  
person your  
goals. \_\_\_\_

Focus on  
topic \_\_\_\_

Not yes or no  
questions  
\_\_\_\_\_

Plan a good time and date \_\_\_\_\_

Listen well \_\_\_\_\_

Look at albums together \_\_\_\_\_

Write your plan \_\_\_\_

Use voice or video recordings or clipboard \_\_\_\_\_

Ask questions  
that lead to  
more \_\_\_\_



## Good old days project

1-5 needs work

6-7 satisfactory

7.5-8.5 good

9-10 very good

*The student includes the following that we discussed in class and through the videos:*

	Score	Points possible
Collaborated with peers to make interview plans		/10
Interesting lead/ introduction with: Who was being interviewed & what time period was discussed?		/10
Paragraphs each focus on a single main idea		/10
Organization of paragraphs is in a logical order, not jumbled		/ 10
Tells about what it use to be like- details in descriptions. (if I read the paragraphs separately I could understand what was different, it doesn't sound just like today.)		/ 10
Work showed improvements from the rough copy to good copy stages		/10
Ending- Not just "the end", no new info introduced, refers to what learned or draws conclusions		/10
Appropriate use of pictures or videos to support meaning		/10
Class time was used productively		/ 10
Shares knowledge of what they found out with their group		/ 10
Total:		

Comments: