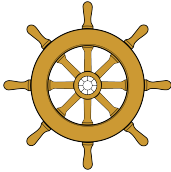


Lesson Description:
Lesson 9.3: Unit Project: Oral Histories
“The Good Old Days” Day 4-6

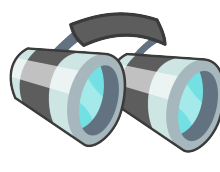
Outcomes



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

Conduct an interview, investigate and report

Find reliable information

Explore how culture is shared through technology and media

Expected Time: 1 hr

Resources: Screencast: [writing the report](#)

Lesson Procedure	21st century skills
<p>Teacher does (I Do): Writing the report</p> <p>I do: I do: Recap requirements for the report from the last lesson by displaying the corrected smartboard sequence shown yesterday. Announce intention to meet with group 2. (people that did not complete an interview originally.)</p> <p>-----</p> <p>You do: Individuals continue writing : Refer those having trouble to watch the video for the main ideas again.</p>	<p>5 minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>We do: Take group B aside, discuss what they learned from the videos and have them interview me about stories my mom told me when she was little and my memories.</p> <p>Group A: Peer edit as ready for “ I wonder” points that are confusing or leave holes in their report</p>	<p>30 minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Lesson Wrap Up: Continue to provide writing time as needed depending on the success of the groups and their need for support. Students may need additional home preparation time of the draft. (Set a deadline for rough draft completion.)</p>	

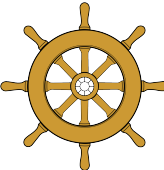

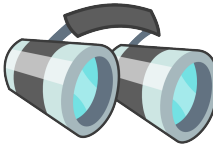

Differentiation/Modification/Enrichment:

When conferencing I considered the student's writing from a "meet them where they are at" perspective. For my strongest students we worked on the finer points of the process while I have some IPP students that are still working at the sentence level. Work with program support to confirm expectations.

Students on IPP's that had not done interviews will need more class time. We spent more than 2 classes on writing but they proceeded in the same manner. The amount would change from year to year depending on the needs of the group.


Assessment: Frequent conferencing and checklists.

**Lesson Description:
Lesson 9.3: Unit Project: Oral Histories
"The Good Old Days" Day 5**

<p style="text-align: center;">Outcomes</p> 	<p style="text-align: center;">Resources</p> 	<p style="text-align: center;">Procedure</p> 	<p style="text-align: center;">Assessments</p> 
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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

Publish your work in a presentation format.

Expected Time: 45 minutes

Resources: Screencast: [Publishing Pointers](#) Part 1 and 2

Lesson Procedure	21st century skills
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<p>Teacher does (I Do):</p> <p>N.B. There will again be several days between in school work time on the rough draft and the day the edited copy is due for this lesson.</p> <p>I do: Show video 3 Publishing Pointers for the format of the final product. Students will either show the good copy of their report as a poster, powerpoint or video. Take questions.</p>	<p>5 minutes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship <p>10 minutes</p>
<p>Student/Group (You do/We do):</p> <p>You do: Students begin to assemble the final product. Circulate to answer questions.</p> <p>We do: several students are asked to share their progress near the end of class. This may raise any common concerns.</p>	<p>1 hr +</p> <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship

Lesson Wrap Up:

Remember this is the time when your hard work in the writing can be enhanced with more creativity. (Comment on their progress, like using authentic images, showing specific community connections, good descriptions etc. Final sharing deadline announced either today or in consideration of an appropriate time line for success.)

Differentiation/Modification/Enrichment:

Differentiation:

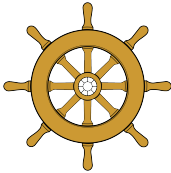
Students are encouraged to work at their appropriate writing level using the ipads as a tool to enhance their work.

Teacher Reflection: Students prepare to share their work following UDL principles. The need for a solid basis in the writing was emphasized before they look into adding graphics or video clips.

Assessment: Observe and record anecdotally.

Lesson Description:
Lesson 9.3: Unit Project: Oral Histories
“The Good Old Days” Day 6

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

Publish your work in a presentation format.

Share your work

Expected Time: 45 minutes

Resources: Screencast: [Publishing Pointers](#)

smartboard, airplay, paper and card making supplies

Lesson Procedure

21st century skills

Teacher does (I Do):

Have students give you their rubric checklist copies received in the original handout.

Reiterate previous discussions of it's items. Explain how circle-share works. (Taking turns in groups of 4, listening attentively to neighbors show their work.)

5 minutes

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

10 minutes

<p>We share:</p> <p>Students show pride in their work with presentations in circle share. Inquire if some want to share with the whole group. Circulate to listen to presentations. Be sure all are uploaded to moodle or email to be evaluated.</p> <ul style="list-style-type: none"> - Discussion question strips: What was the most interesting thing you learned? What surprised you? What did you enjoy most? <p>Time permitting or in a future class, students create thank you notes to the person they interviewed.</p> <p>Wrap up: Reflect on the interest of the group in the project, and that some have made memories to share of their grandparents.</p>	<p>45 + minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship <ul style="list-style-type: none"> <input type="checkbox"/> collaborate, communicate
<p>Reflection: Students express their enjoyment of this project, including some “reluctant writers.” For most it is relevant <i>to them personally and their family connections</i>. They are able to gain knowledge of their personal history to make it meaningful.</p>	
<p>Differentiation/Modification/Enrichment: I have done a circle share to assist the comfort level of those who are anxious presenters, where often I would show more of the projects in whole group format.</p>	
<p>Assessment: Observe and record anecdotally using evaluation grid in lesson 1 of this sequence.</p>	

Observation and Planning

Student name and Date	Notes and Observations (What student can do)	Future instructional focus (1-2 areas)
Name: Date:		
Name: Date:		
Name: Date:		

Name:		
Date:		
Name:		
Date:		

Source AYR guide

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