

Instructional Lesson Plan: TLED 435

This interactive lesson plan is designed for use by emerging educators. The template will expand as information is added. Please, delete given directions in each section, rename and save file prior to submitting to your instructor.

Lesson Overview

Lesson Author: Stephanie Patterson

Date: November 6, 2022

Grade Level: 2nd Grade

Subject Area: Social Studies

Time Allotment: The lesson will take place for a week for about 45-50 mins each day.

Short Description: In this lesson students will learn what it means to make a difference. Students will learn about famous Americans who have made a difference. The students will take part in several activities to help them learn how they can make a difference.

Rationale

In this lesson students will learn what it means to make a difference in their community. They will learn about famous Americans who came before them and the impact and difference they have made on the world. They will learn that making a difference in their communities and neighborhoods is an important quality to have in order to be a good citizen.

Standards

Curriculum Standards met in this lesson:

- 2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on
- a) Christopher Columbus;
 - b) Benjamin Franklin;
 - c) Abraham Lincoln;
 - d) George Washington Carver;
 - e) Helen Keller;
 - f) Thurgood Marshall;
 - g) Rosa Parks;
 - h) Jackie Robinson;
 - i) Cesar Chavez; and
 - j) Martin Luther King, Jr.
- 2.12 The student will understand that the people of the United States of America
- a) make contributions to their communities;
- Communication and Multimodal Literacies
- 2.1 The student will use oral communication skills.
- a) Listen actively and speak using appropriate discussion rules.
 - b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
 - c) Speak audibly with appropriate voice level, phrasing, and intonation.
 - d) Share information orally with appropriate facts and relevant details.

- l) Work respectfully with others and show value for individual contributions.
- m) Create a simple presentation using multimodal tools.

Research

2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.

- c) Identify pictures, texts, people, or media as sources of information.
- d) Find information from provided sources
- e) Organize information in writing or a visual display.

NCCS Theme: INDIVIDUAL DEVELOPMENT AND IDENTITY

Instructional Outcomes:

The student will come up with ways that they can help make a difference around the school or in the community.

The student will create biography posters to put around the classroom of famous Americans who have made a difference in the past.

The student will be able to talk about past Americans and how they made a difference.

The student will research information and present their findings to the class.

Big Idea (or Compelling Question):

Compelling question: What does it mean to make a difference?

Essential Questions (or Supporting Questions):

Have you ever made a difference in your community?

Who are some people from the past that you know who have made an impact in the world?

What are some issues in your school or neighborhood that you would like to see changed?

Vocabulary:

Identify the key vocabulary students must comprehend to successfully complete the lesson.

Brave

Citizenship

Community

Action

Neighborhood

Contribution

Procedures

Staging the Question:

To get the children curious I will put up different large size poster pictures on the walls of the listed famous Americans. Attached with each picture would be included a little symbol or sign of what the person is famous for and their contribution. The children can go around to each picture and look at the picture and the included symbol and talk amongst themselves about what they see. When the children have taken about 15 minutes to look at each poster, we will all gather together and have a discussion.

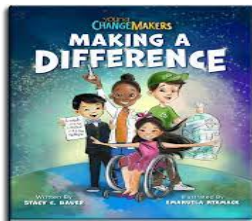
Techniques and Activities:

Essential/Supporting Question #1:

Have you ever made a difference in your community?

Featured Sources and Activities

I will read the book "Making a Difference: An Inspirational Book About Kids Changing the World!" by Stacy Bauer to the class.



Formative Performance Task

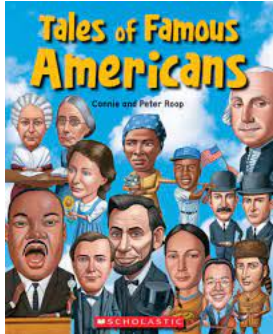
For this task, after the book is read, we will have a classroom discussion on different times they have made a difference at home, school, and/or in their community. We will talk about why they think it is important to make a difference in the world.

Essential/Supporting Question #2:

Who are some people from the past that you know who have made an impact in the world?

Featured Sources and Activities

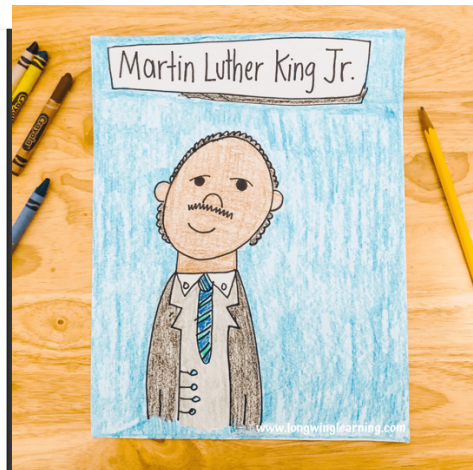
I will read to the class from the book "Tales of Famous Americans" by Connie Roop. I will read selected stories that tie in with the individuals from the SOL that we are learning about



Formative Performance Task

After the story is read I will ask the children what they believe would happen if some of the changes that were made had not been made? I will allow time for each child who chooses to respond. After the story is read the children will participate in creating a drawing a picture about one of the individuals that we read about and they will write out some facts that they learned from our readings about the individual on a worksheet that may be somewhat similar to this one.

Who Was -----?	
Let me tell you!	
	Full Name _____ Famous For _____
	Childhood
() - ()	Place of Birth _____ Birth Date _____
Key Life Events	
	Major Accomplishments
Lessons We Can Learn!	



Essential/Supporting Question #3:

What are some issues in your school or neighborhood that you would like to see changed?

Featured Sources and Activities

Together we will watch a short video about children who are making a difference in the world

Sources: <https://www.youtube.com/watch?v=LPJG0Db9Qxc>

Formative Performance Task

After the video we will discuss what we saw in the video. For the formative performance task, I will ask the class questions about what they feel could be improved in the classroom, in the school and in the community. The class can use the think-pair-share method for the activity. Students can come up with their idea, and then get with a partner and discuss what they have both come up with and then we will all share together. After the think pair share activity is complete as a class we collaborate and come up with a classroom action plan on a change that we feel needs to be made in the school. We will pick one or two items as a class and write them on paper to display in the classroom. The class will brainstorm about ways that they can make improvements for the actions that they have chosen. We will write our options out on a large piece of paper similar to the example provided.

Student Action Plan

Pick two problems from the group that you would like to see the class work together to solve.

Problems	Steps to solve Problem
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1.

2.

Summative Performance Task and Extension

Argument - The students will work together in small groups or pairs depending on class size. Each group will be assigned a famous American from the list and the students will work together to create a poster stating facts and a summary about their famous contributor. The students will do research online and through books they gather from the classroom and library. In addition to the facts on the famous person each member in the group will write ways of how the person has influenced them to want to make a change. When the students have completed their assignment, they will present their poster to the class and give a brief summary to their classmates.

Extension- Children can use the class Pixton to create a comic about them or someone making a positive contribution to their community.

Taking Informed Action

Understand - As a class we will talk about what it means to make a difference. We will learn about famous Americans who have made positive contributions throughout history that still benefit us today. We will talk about how we can make contributions to benefit our communities.

Assess - Children can discuss the positive impacts that these individuals have made on the world. They can also discuss ways that they can make an impact.

Act - The class together can come up with a way that they can make a positive contribution to the school, classroom or community.

Reflection

From designing this lesson blue print I feel that it showed me that designing a lesson plan requires a lot of time, planning and patience. I feel that I need to work on lesson planning more. When working on this assignment I felt like it was hard for me to gather and organize all the thoughts that I had for the class. I want to make an engaging lesson plan but I feel that it is hard for me to organize everything in a cohesive manner at times. I did find that coming up with this inquiry lesson plan was one of the harder lesson plans that I have come up with. In the past lesson plans I have worked on I felt they were easier to design.

I would like to work more with the C3 standards. When I was working on this lesson plan, I felt that it was a bit of a challenge for me to incorporate them in my planning. I think as I work with them more and get more familiar with these standards, I will do better with inserting them in my teaching plans. I think that there are benefits to the inquiry model. I think that it is good for helping students with researching topics and helping them to get interested in the lesson that is going to be taught to them. With the discussion questions and the projects, it lets children work independently and the children will be able to work with each other and learn more about the individuals.