

Lesson Plan Humanities (Introducing Historical Thinking)

Desired Results/ Overview:

<p>Unit Title: Historical Thinking and Democracy</p> <p>Pedagogical Theme: Living Histories</p> <p>Lesson Title: Crayons- Making a Mark on our Living Histories</p>	<p>Lesson Objective: As a result of this lesson, student will begin exploring how items in the world have historical origins. Students will explore through a hand-on activity the roles an item can play in ones' living history. Students will begin to develop their own perspectives on objects and its role on their own history.</p>
<p>GLO's/Skills: Social Studies - 6.S.1 Develop skills of critical and creative thinking.</p> <p>SLO's - generate original ideas in individual or group activities.</p> <p>GLO's: English Language Arts Outcome 3: Students will listen, speak, read, write and represent to manage information and ideas.</p> <p>Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media text.</p> <p>SLO's: 3.1 Plan and Focus. - <i>Determine Information Needed-</i> decide on and select the information needed to support a point of view</p> <p>2.1 Using Cues and Strategies - <i>Use Prior Knowledge-</i> combine personal experiences, knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information.</p>	<p>Rationale: In order for students to begin to understand decision making and democracy, it is important for students to understand the basics of historical thinking. There are 7 pillars to historical thinking two of which are primary sources/artifacts and historical perspectives. Looking at crayons as a historical object that students can relate to will provide a steppingstone to later interpret and examine the Charter of Rights and Freedoms. Why start with crayons? Crayons are a relatable item that most students have scene in elementary school and in their own lives since they were a young child. Therefore, it creates a place that can invite all students into an investigation on the role items or artifacts play in their own living history and others.</p>

<p>- <i>Use Textual Cues</i>-use text features such as charts, graphs and dictionaries to enhance understandings of ideas and information</p> <p>2.2 Respond to Text - <i>Experience Various Texts</i>- explain own point of view about oral, print and other media.</p> <p>2.4 Create Original Text. - <i>Generate Ideas</i>- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media text.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> - Drawings (AS/FOR) -Exit slip (FOR/OF) -Circulating throughout the task. (FOR) -Making informal observation throughout the task and discussions (writing notes) (FOR) -Worksheet (FOR/OF) 	<p>Differentiation of Instruction:</p> <ul style="list-style-type: none"> -Using visuals and posting the instructions on the board. -Providing examples and going through them. - Giving specific students more time to complete the assignments. - Allowing some students to use speech to text software. - Selected groupings to help provide support and success. -Ensuring that I am circulating often throughout the classroom to provide extra assistant when needed and answer any questions. - The lesson may take more or less time than allotted depending on the students and their engagement. (This lesson is expected to take 1 to 2 periods depending on the class) - If students are struggling I may give students extra exemplars or pair them with a partner to brain storm.

Learning Plan:

Time:	Activity/Learning Plan	Materials
3-5 mins	Set up and Settling In.	-Power point, blank sheet

<p>3-4 mins</p>	<p>Note: Hand out one sheet of blank white paper and give each student a crayon (This can be pre-set up where the sheet of paper and the crayon is on each students desk before they arrive. If this is the case make sure students know not to write or draw on the sheet of paper yet)</p> <p>Crayons, Perspectives and Questions (Activate) - Yesterday we talked about perspectives and how different people can see objects and ideas differently in the world. We also have talked a lot about the importance of questions and how different people can come up with different answers to questions. Today we are going to begin exploring how items have different historical origins/ beginnings and their impacts in our own stories (living histories)</p>	<p>of white paper per students, a crayon per student, envelop per students and</p>
<p>15-20 minutes</p>	<p>Crayon Drawing Activity (Activate/ Acquiring) -As students to fold their white sheet of paper in half. Tell them they will be drawing picture #1 on the first half of the paper and then picture # 2 on the second half of the paper. The only drawing and coloring utensil they are allowed using is the crayon given to them. Meaning they only have one color they can use. Picture #1: Draw a picture that shows how the crayon in your hand/ given to you might be used? (8 minutes)</p> <p>With the person next to you share the first picture and tell them how the crayon in your hand could be used. (2 minutes)</p> <p>Picture #2: Draw a picture to show how your crayon might feel being used. (8 minutes)</p> <p>With the person next to you share the first picture and tell them how you think your crayon felt being used.</p>	
<p>20-25 minutes</p>	<p>The Day the Crayons Quit Activity Acquiring and Applying) -Each student will receive an envelop with the page/ letter from the day the crayons quit that meet -Students with the front side being a graphic organizer to explore the evidence in the letter of how Dunson’s</p>	

15-20 minutes	<p>Crayon felt vs. how their crayon felt. Back side will be for examining and writing how each crayon felt.</p> <p>-Read the story aloud discuss how each crayon felt at the end of the story.</p> <p>Historical Origins –</p> <p>-Go through the histories of the crayon. (Realizing that the crayon’s history has multiple perspectives)</p> <p>-Etymology of the word crayon</p> <p>-Talk about how the crayon impacts different people in different ways.</p> <p>-Note: depending on how far students get with the task some of this time will be used for students to put their unglued wishes into a plastic bag.</p> <p>Closure and Exit Slip</p>	
(5 minutes)	Exit Slip: What did you learn today about history.	