

Date: \_\_\_\_\_

<b>Grade:</b> 5		<b>Subject:</b> Social Studies	
<b>Materials:</b> <ul style="list-style-type: none"> <li>▪ Deck of Playing Cards</li> <li>▪ Post-It Pad Re-stickable sheets</li> <li>▪ Markers</li> <li>▪ Means to mark pods as states ex. Table tents made from paper</li> </ul>		<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>○ Smartboard – to show powerpoint and interact with map of the thirteen colonies</li> </ul>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	
<b>Standard(s)</b> <b>C.3_5.2</b> Describe the structure of government and how it functions to serve citizens/residents. (e.g., Constitution, Amendments, government leaders). <b>C.3_5.4</b> Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty, equality, justice, etc.). <b>G.3_5.2</b> Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> Explain:	
<b>Objective(s)</b> By the end of the lesson, students will exhibit and apply their knowledge of rules to understand the purpose of a government in small group discussion and by forming rules.  <b>Bloom's Taxonomy Cognitive Level:</b> Apply		<b>Differentiation</b> <b>Below Proficiency:</b> Students may be given the role of recorder and write down the ideas of the other students to allow them to participate and come to understand from the other students' ideas. <b>Above Proficiency:</b> Students can think about what sort of rules would last throughout many years for the different states even with different climates and needs of the people due to the geography. They can add these rules to their documents. <b>Approaching/Emerging Proficiency:</b> Students can follow the lesson plan. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Post-it posters</li> <li>• <b>Auditory:</b> Discussion</li> <li>• <b>Kinesthetic:</b> Walking to other groups (Traveling to other States), circling state, and writing</li> <li>• <b>Tactile:</b> Writing on their document</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> ❖ Students will be in pods of at least 4 representing states divided by random cards		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will be respectful to each other and to the classroom environment. The noise level will be monitored to be at most a dull roar if not quieter.	
<b>Minutes</b>	<b>Procedures</b>		
8	<b>Set-up/Prep:</b> Separate cards into pairs of four with enough cards for each student. If the class size isn't divisible by four, aces may be used. Write on the board the tasks of the different suits of cards. <ul style="list-style-type: none"> <li>- <b>Club: Recorder (records answers)</b></li> <li>- <b>Clover: Lawmaker (writes the laws)</b></li> <li>- <b>Hearts: Representative (Travels to other "states")</b></li> <li>- <b>Diamond: Representative (Travels to other "states")</b></li> <li>- <b>Ace: Townsperson (Gives opinions)</b></li> </ul> Move desks into pods, and mark pods with a number corresponding to the cards given to determine groups		

	<p>and a state name from one of the original thirteen colonies: ex. A table tent showing “#2 Pennsylvania” etc. Other state options: Virginia, New York, Maryland, Delaware, Massachusetts, Connecticut</p> <ul style="list-style-type: none"> <li>- At the pods, also have the post-it sheet and two markers available.</li> </ul>		
2	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>Welcome! You may be wondering why you have been chosen to gather here today. As you know, we recently sent the British running back to their king and can now create our own country. To do this, we needed representatives from the different states. Can our Diamond card representatives please come to the board and circle their state?</p> <ul style="list-style-type: none"> <li>- Students with the Diamond card comes to the smartboard to circle their group’s state from powerpoint. (Students can practice applying their map skills to find locations of the state and see where the state is in relation to the others.)</li> </ul>		
8	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p><b>Why do we have a government? What is the purpose of a gov’t?</b> Students talk with their pods (1 min – 2 min.) and we discuss some answers. Pick one thing to write down.</p> <ul style="list-style-type: none"> <li>- Protects its citizens – One way to do this is to make laws or rules.</li> </ul> <p><b>What happens if there are no rules?</b> Students talk with their pods and we discuss some answers. Pick one thing to write down.</p> <ul style="list-style-type: none"> <li>- Chaos</li> </ul>		
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>You are some of the Founding Fathers who don’t wish for this country to be in chaos. What are three rules that should be a part of this new country? Write them on your poster.</p> <p>Students write three rules.</p> <p>Hearts and Diamond representatives travel to the neighboring state clockwise to share and learn ideas from that group.</p> <p>Representatives return to their original state (2 min.) Is there anything you would change about your laws? Write any amendments or changes to a law on your poster as well as any new laws you may want to add.</p>		
5	<p><b>Review (wrap up and transition to next activity):</b></p> <p><b>Exit Slips:</b> In a complete sentence, please write two reasons why a we have a government, and then our meeting is adjourned or at an end.</p>		
<table border="1"> <tr> <td> <p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student’s learning?)</li> <li>✓ Listening to group discussions</li> <li>✓ Post-It Posters</li> <li>✓ Exit-Slips</li> </ul> </td> <td> <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> </td> </tr> </table>		<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student’s learning?)</li> <li>✓ Listening to group discussions</li> <li>✓ Post-It Posters</li> <li>✓ Exit-Slips</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>			

Since I am in a departmentalized setting, I had the opportunity to teach this lesson to both 5<sup>th</sup> grade classes. The first lesson went well in the fact that the students still understood the idea of the lesson which was to understand the purpose of the government which I could tell from their exit slips, and they were highly engaged. I heard one student walk out and say that it was actually fun. However, it had a rocky beginning since I must've counted wrong for the cards I had or something because the "colonies" had difficulty forming into the right amount of members. It was then difficult to gain their attention to explain what we were doing for the lesson as well as bringing all of the students' attention back to me after discussions at times since there would still be some smaller conversations while I and volunteer "colonies" shared their ideas to the class about what was discussed. Granted, I had moved the desks into pods which was foreign to the students since they were accustomed to having the desks in rows, so this added to the excitement they had in their conversations from the beginning. There were also some behavioral issues between students that I had to separate which also took time away from the lesson so that we ran out of time before allowing the "representatives" to visit another "colony" to gain more ideas about some rules or laws.

Overall, the lesson went better the second time I taught because I implemented the idea my cooperating teacher suggested which was to have the students sit on the floor in front of the board where I had written the different tasks to the suites of cards along with the symbol of the suite next to it. From there, I had the attention of all the students to explain why the desks were set in pods for the lesson, what the different tasks were, and how to find their table group, or colony, according to the card. This allowed for the beginning of the lesson to go much more smoothly which also helped with the general voice level of the students from the start. This teaching experience taught me that it is helpful to be very clear about why the room is as it is when I may change the room for a particular lesson or if something should be different instead of sending the students off into their groups thinking that I can get their attention again. This can work, but it may take more class time away due to redirection than the efficiency found in explaining everything from the start as a whole group before sending them off into their smaller groups.

Some changes I would make are inspired from my supervisor who suggested that it would help to include setting clear expectations for small groups and the voice level of the room. The voice level for discussions would be at conversational level and demonstrating this as a quieter talking voice for the class so that only the people near you can hear. Setting clear expectations for small groups would include stating what it is like to be respectful to your members and other groups by taking turns with one person speaking at a time and the other members listening. By adding these changes, a better learning environment may be achieved by promoting respect and listening skills.

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