

Social Studies: Lesson Overview

Social Studies

Grade 4-6

February 27, 2015

Overview

I will be engaging the students in a sensory activity, which will enable them to prioritize their rights as a human being. Then, I will define what a right is and invite the class to add on to this definition. The next lesson will involve an opportunity for children to differentiate between rights and responsibilities. The final lesson involves their creation of a circle painting in reflection of the values they created for their country.

Objectives

- Understand the difference between rights and wants. Prioritize various rights in their lives
- Brainstorm and communicate ideas in collaboration with others and apply critical thinking skills
- Create a list of rights to which all children are entitled
- Verbally and communicate in writing the difference between rights and responsibilities
- Brainstorm their country's values verbally
- Collectively sharing a space to pictorially represent these values using the medium of paint

Activities

1. The Rights Balloon activity and critical thinking exercise
2. Understanding the Difference Between a Right and Responsibility
3. Circle Painting Activity to Communicate Country's Values

Adaptations

Adaptations for this lesson could be implemented by allowing students more time to work on their handout. I will ask the class to give me feedback regarding their progress on this, and if the class is not ready to move on I will not proceed. Additionally, I could also pair a given student with a more academically advanced student, (grade 4 with a grade 6) to collectively complete the activity.

Assessment

I will be evaluating this group of students in the form of class participation in each group activity. This participation ranges from initially participating in the sensory activity in silence, sharing their ideas with the rest of the class, and finally rehearsing the contents of the children charter as a group in a respectful way. I will also be checking for understandings throughout the less by making sure students are generating original ideas of their own. For instance, in one segment of the lesson I will be asking the group to come up with an additional 3-5 rights children are entitled to. Regarding the second lesson, I will visually take note that every student is voting on the activity by raising his or her hand. On the last lesson, I will facilitate the group painting activity by making sure each student has enough physical space to participate in the activity, and then I will assess the participation and communication skills (negotiation of space) during this process.

PLO's:

PLO's: Apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns,

Social Studies: Lesson Overview
and summarizing – to a range of problems and issues.

PLO's: A5-Defend a position on a selected topic.

Circle Painting!

1. I began by allowing the students to generate a list of values they would apply for their country
2. Then, I introduced the concept of circle paintings and talked about how it can be challenging to collaborate and negotiate physical space, similar to how it is challenging to appreciate different values that make up a group of people.
3. The children did a beautiful job capturing these values in the form of painted symbols and words. They were very proud of their own and others work around them, and I observed students communicating to one another regarding different ways to fill up the canvas collectively.

Class Description

This is a grade 4-6 split. There are a total of 9 4th graders, 9 5th graders, and 8 6th graders in this Maple Grove Elementary School Classroom. There are 26 students in total in this class, amongst these 11 girls and 15 boys. The ethnic background of this make up is predominantly Asian. It has been communicated to me that the socio-economic background of this class is upper middle class. In consideration of student make up, there are two English Language Learners and one student has severe ADHD. The relationship these students have with one another is very strong, and therefore the class is tight nit across all age levels in the class. The space available in the classroom is limited. Therefore, consideration of utilizing another space for teaching is pertinent. Student led or self-directed learning seems to be taking place.

Resource:

This was a wonderful resource, which inspired my lesson planning. I adapted many of these ideas for timing sake, but nevertheless found the ideas very helpful. Specifically, I used the hot air balloon for my first lesson and I found this could be adapted by allowing students to generate their own rights.