

University of West Alabama
5E Lesson Plan Template

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Subject area/course/grade level: Social Studies/Second Grade

Materials: I-Pad, Epic App, Chatterpix, Paper, Pencil

Standards (State and ISTE Standards for Students):

SS.02- Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
RI 2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
ISTE 3.a- Students plan and employ effective research strategies to locate information and other resources for the intellectual or creative pursuits.

Objectives: Students will work with a partner to use the Epic! App to research Dr. Martin Luther King Jr. They will then use Chatterpix to create a 30 sec. video about Dr. Martin Luther King Jr. and his vision for the future.

Differentiation Strategies: This lesson will address the following learning styles: auditory, verbal, visual. This lesson will be done in pairs, however students who receive Special Education Services will be placed with two non-disabled peers to make a group of 3.

ENGAGEMENT:

Before reading about MLK Jr., discuss what students already know about him, by creating a KWL (Know, Want to Know, Want to Learn) chart. If students are having trouble, ask the following questions:

- What do you know about Dr. Martin Luther King Jr.?
- Do you know what a biography is? Have you read a biography before?

Tell students that when reading today, they will be finding key events in the story.

Assessment: Teacher observation through class discussion.

EXPLORATION:

- The teacher will read “Martins Big Words” by Doreen Rappaport. Using the document camera, the teacher will share the illustrations with the class making note of how the author puts emphasis on quotes from MLK Jr.
- Throughout the story, the teacher will ask questions for comprehension and discussion. These may include, but are not limited to the following: *What/Who did Dr. King want equality for? Why was it so difficult for people to understand? Imagine a world where everyone got along and loved one another. Explain what that would look like. How can you use the information that you learn about Dr. King? Why did people listen to*

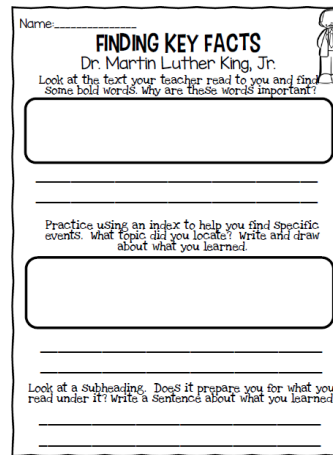
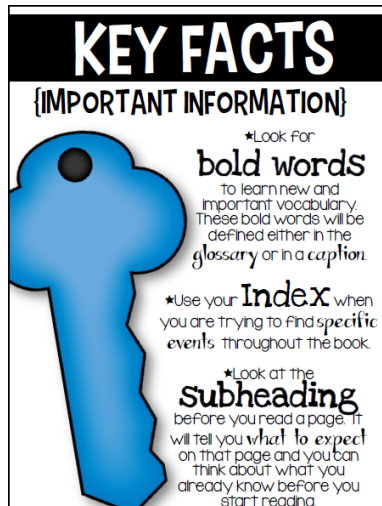
Dr. King? How did he influence those around him? Would you have joined the marches during the Civil Rights movement? Why or why not? Have you ever seen something that you thought was unfair? How did you react? What is Dr. King remembered for?

- When discussing questions, students will use the “Think, Pair, Share” strategy. Students will think about their answer, then discuss it with their partner. (Students are randomly assigned partners each week, they sit next to them on the carpet.)

Assessment: Teacher observation through class discussion.

EXPLANATION:

- The teacher will discuss how locate key facts in an informational text. The teacher will explain that when looking for important information, students should first look for bold words to learn new and important vocabulary. They can find the definition of these words sin the glossary or in a caption.
- Using a MLK book, the teacher will show students an index and explain how to find specific events throughout the book. The teacher will also show students a subheading and explain that it tells you what to expect to read on that page.
- The teacher will display this anchor chart, as well as provide students with a copy for their reading notebooks:



- Students will be introduced to the following vocabulary words: freedom, march, equality, and protest. They will follow their weekly vocabulary routine: definition, illustration, sentence, antonym.
- Students will work together to do the following: *Find some bold words. Why are these words important? Practice using the index to help you find specific events. What topic did you locate? Write and draw about what you learned. Look at a subheading. Does it prepare you for what you learned? Write a sentence about what you learned.*
- Students will then apply their learning to complete a sort on key ideas and irrelevant information from MLK Jr.’s life.



Assessment: Teacher observation, key events sort, key facts activity

ELABORATION:

Using the Epic! App, students will work with a partner to research MLK Jr. using a variety of informational texts. Using their knowledge of finding key details, students will work with a partner to compose a short biography of MLK Jr. Next, students will find a picture of MLK Jr. and upload it into Chatterpix Kids. (This is an app they are familiar with.) Students will record their voices, taking on the viewpoint of MLK Jr., and highlight important events in his life. Students will save their recording and upload it to SeeSaw. This will allow their classmates and parents to view their presentation.

Assessment: Chatterpix Kids Recording

EVALUATION:

Students will be graded based on the following criteria: historical accuracy, required elements, and role playing.

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Required Elements	Presentation was 30 seconds long, and/or included at least four facts about MLK Jr.	Presentation was 20-25 seconds long, and/or included 3 facts about MLK Jr.	Presentation was 10-20 seconds long and/or included 2 facts about MLK Jr.	Presentation was less than 10 seconds and/or included one fact about MLK Jr.
Role	Point-of-view was consistently in character.	Point-of-view was often in character.	Point-of-view, was sometimes in character.	Point-of-view was rarely in character.

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction*. Washington, D.C.: The National Center for Improving Instruction.

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National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning*. Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry*. New York: Teachers College Press.