

GCU Lesson Plan Format

GENERAL INFORMATION

Author	Mrs. Brianna D'Alessio
Subject	Social Studies
Grade level	5th
Length of class	40 minutes

CONTENT STANDARD(S)

Standards	<p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>
Central Focus	The central focus is for students to explain Native American storytelling and oral storytelling.

LESSON OBJECTIVE AND LANGUAGE DEMANDS

Learning Objective	Given guided imagery, lecture notes, examples, and 4 Native American stories, 5 th grade students will be able to explain Native American storytellers' roles/stories and create a 1-minute skit in groups of 4 of a given Native American story summarizing the "why" question being answered to be evaluated by a rubric.
Academic Language	<p>Language demands- The language students are expected to learn and use in order to participate and engage in today's lesson in a meaningful manner is illustrated through verbal use of the words/phrases, definitions, and examples.</p> <ul style="list-style-type: none"> ✓ Language support- The strategy provided to help learners understand, use, and practice the concepts learned in today's lesson include modeling and saying the words with definitions. ✓ Language functions – The verbs used to work through Bloom's Taxonomy include "explain" and "create". The planned language support for the language function involves modeling with examples. ✓ Vocabulary – <i>Oral storytelling- stories told or performed by an important person in the tribe to a small group of people seated in a circle.</i> <i>Elder- a person greater in age</i> <i>Tradition- custom or belief from generation to generation</i>

	<p><i>Myth- a story usually explaining history, people, or nature and usually involves supernatural beings (like gods)</i></p> <p><i>Legend- a traditional story regarded as historical, but not real (ex: King Arthur)</i></p> <p>The planned support for the vocabulary includes verbally stating the phrases, giving examples of each, and modeling their use.</p> <p>✓ Discourse – Students will answer questions using the vocabulary during formative assessment and will use vocabulary during summative performance with group members. The planned support for discourse involves group work as well as the skit performance.</p>
Prior Knowledge	The prior knowledge, skills and concepts should students know to be successful with this lesson include background information on various Native American life.
Misconceptions	The common misconceptions and/or gaps that may affect this lesson are understanding Native American stories are told orally and not written down. I plan to address this misconception by orally telling a story in the beginning of class, explaining why tribes told stories aloud, and having students orally perform 1 assigned Native American story.

ASSESSMENT

Formative	<p>Discuss the background of Native American storytelling and ask students the following questions:</p> <ol style="list-style-type: none"> 1. <i>Why would Native Americans tell stories orally?</i> 2. <i>What were the stories about?</i> 3. <i>What type of people in the village told these stories?</i>
Summative	Students will be broken into 4 groups of 4 (1 group will have 5). Each group will be assigned 1 Native American story. Each story will be from a different tribe. Students will read and create a 1-minute skit interpreting the given story. After, students will perform skit to the class. Students must state the tribe, title, and they “why” question being answered by their story. Performances will be graded against a rubric.

FOCUS STUDENTS

Accommodations /modification/ required and/or needed supports for focus students	<p>3 Focus Students (<i>2 real; 1 fictitious</i>):</p> <p>1 student with ADHD (<i>real</i>). Student will sit within close proximity to the teacher, have directions repeated, and be given cues. During summative assessment, teacher will check in to ensure task completion and student will be placed in a heterogeneous grouping. (504)</p> <p>1 student with ADHD, distractibility, and difficulty following multi-step</p>
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directions (*real*). Student will sit closest to the teacher. Student will have directions clarified, repeated, and reworded, allowed extended time on class work, and given frequent breaks. Teacher will check in to ensure task completion and student will be placed in a heterogeneous grouping. (504)

1 student with hearing impairment (*fictitious*). Student needs to seat in the front of the class or closest to the teacher. Teacher will be given a small microphone connected to the student's hearing device. Student will be placed in a heterogeneous grouping. (IEP)

Focus Student 1: ADHD (real)

Content: Directions will be repeated and teacher will cue student when necessary.

Process: Student will be given extended time to finish work. Teacher will check in with student.

Product: Student will be placed into a heterogeneous group for the skit performance. Teacher will check in with group.

Focus Student 2: ADHD and Distractibility (real)

Content: Student will receive direction clarification and rewording. Student will also be provided breaks if necessary.

Process: Student will be given extended time to finish work. Teacher will check in with student for reassurance. Student will also sit closet to the teacher during instruction.

Product: Student will be placed into a heterogeneous group for the skit performance. Teacher will check in with group.

Focus Student 3: Hearing Impaired (fictitious)

Content: Student will sit in close proximity to the teacher. Also, teacher will wear a microphone connecting to the student's hearing device during content instruction. Teacher will provide written instructional notes to the student.

Process: Teacher will cue and move closer to student when asking questions. Extra time will also be allotted for processing verbally asked questions.

Product: Student will be placed into a heterogeneous group for the skit performance. Teacher will check in with group.

(14 middle-range learners, 1 ADHD (real), 1 ADHD and distractibility (real), 1 hearing impairment (fictitious): Total 17 students)

THE INSTRUCTIONAL PLAN

This lesson discusses Native American storytellers/stories.

Step 1

Anticipatory Set (Introduction, Motivation)	Have students sit in a circle around a fake campfire. Play campfire noises from noisli.com. Teacher will orally tell students a brief story about her family that has been repeatedly told by her grandmother. Once the story is over ask students by a show of hands, <i>“Do any of your family members tell the same stories about your family history all the time?”</i>
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Step 2

Instructional Procedures (Sequenced Instructional Strategies)	<ol style="list-style-type: none"> 1. First, tell students, <i>“Just like the story my grandmother told me, storytellers in Native American tribes told stories over and over that got passed down between family members or generation to generation.”</i> 2. Second, pull up PPT, show Slide 2, and explain the map. After, show Slide 3 and teacher will discuss how Native American stories were told. Use Lenni Lenape tribe as an example. <i>Explain how the Lenni Lenape told stories to other tribe members. Members would sit around in a circle and listen to the story being told. Nothing was written down.</i> 3. Third, show Slide 4, talk about the storytellers. Use Cherokee tribe as an example. <i>Cherokee storytellers were known as “myth keepers”. They were elders (male or female) and said to have a lot of wisdom. The myth keeper was also an actor, mime, singer, and dancer, so he/she could take on many roles. The most powerful myth keepers were said to even turn into animals.</i> 4. Fourth, show Slide 5, discuss myths or legends. Ask students what myths and legends are and explain. Use Iroquois tribe as an example. <i>Talk about the myth “Why there is thunder”. A group of gods were called The Thunders and Hino was the leader. They had wings, can take the shape of an eagle, live in the sky, and when they flew it caused thunder.</i> 5. Fifth, show Slide 6, discuss what Native American stories were about. Explain how these stories usually answered a “Why?” question. Use Choctaw tribe as an example. Sit back down in the circle, turn on the campfire, play noisli.com, and tell Cherokee story about “Why we have a solar eclipse.” <i>The people believed a black mischievous squirrel was trying to eat the sun as a source of power and light. The people would make loud noises to frighten the squirrel away until the sun came back.</i> 6. Sixth, ask students questions about the story such as, <i>“What was the story about? What was the “why” question being answer?”</i> Before summative assignment, have students self-assess with the “1, 2, or 3 Method”. <i>(Instruction will last about 15 minutes)</i> 7. Seventh, show Slide 7, break students into 4 heterogeneous groups of 4 (1
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	<p>group will have 5; groups will be assigned). Give each group 1 Native American story; stories will be from different tribes. Students will read the story in their groups and work together to create a 1-minute skit to interpret their story. Tell students these will be performed instead of read just like the oral traditions of Native American tribes. <i>(Students will have 15 minutes to plan a small skit; project a timer on the front of the board)</i></p> <p>8. Eighth, all students will be called back to the campfire and noisli.com will be played. Each group will state their Native American tribe, story title, and perform their 1-minute skit. After each performance ask the whole class what type of story this was and what was the “why” question being answered. When all groups have gone, ask them if they noticed any similarities between stories and why they think that is? Performances will be evaluated by a rubric. <i>(Students will have 10 minutes to perform)</i></p>
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Step 3

Closure	<p>Tell students, “<i>Today we learned about Native American storytellers and what some stories were about. The stories usually answered a ‘why’ question.</i>” Again, have students’ self-asses with “1, 2, or 3 Method.”</p> <p>After, ask students:</p> <ol style="list-style-type: none"> <i>1. What type of question did Native American stories usually ask?</i> <i>2. What is common with all of these stories?</i> <p>End with, “<i>Great job today boys and girls! Let’s get ready for the next class!</i>”</p>
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