

Claire Wurzer

<p>Grade: 4</p>	<p>Subject: Social Studies</p>
<p>Materials: computers, worksheets</p>	<p>Technology Needed: computers, projector</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <p>Explain:</p>
<p>Standard(s) 4.2.5 Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota</p>	<p>Differentiation</p> <p>Below Proficiency: Students will be given specific directions on the sheet of where to go during the scavenger hunt. Students will be paired with a partner or small group who will be able to help them to find what the group needs to find. With this help, they will be guided through the learning with support from their peers so by the time they have the opportunity to do it on their own, they will have an idea of the concept already.</p> <p>Above Proficiency: Students will be able to assist group members in the scavenger hunt and can share ideas about why they think the contributions are important. When these students understand the concept, they can help their team to understand the importance of the contributions as well. If students finish early they can elaborate on their exit slip.</p> <p>Approaching/Emerging Proficiency: Students will be able to assist the group and contribute ideas when they are working together to understand TRs contributions. With support of their peers, students can work together to discover new information.</p> <p>Filleon: If she is participating in the activity her para and her can look at and read the information on the website while other students are looking at the website and hunting for answers.</p> <p>Modalities/Learning Preferences:</p>
<p>Objective(s) -Students will be able to identify contributions of Teddy Roosevelt to North Dakota by searching the website, finding prevalent information on the website provided, and recording the information on the scavenger hunt worksheet. -Students will be able to analyze the contributions of Teddy Roosevelt to North Dakota and come up with a possibility of why they were important for the state by recording their idea on their scavenger hunt worksheet and exit slip.</p> <p>Bloom's Taxonomy Cognitive Level: III & IV</p>	

	<p>Auditory: Listening to video, instruction, and peer discussion</p> <p>Visual: watching video, searching website, worksheet for guidance</p> <p>Kinesthetic- movement through classroom, searching on computer for information</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> -Have students transition back to their spots with a voice level zero or one (whispering or silent) -When I call your names, you and your group can come grab a worksheet from me, grab a computer and find a quiet place to work. -When students are done they can hand in their worksheet and grab an exit slip to fill out. -Have students put computers away and head back to their seats with a voice level zero or one. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> -Have students transition back to their spots with a voice level zero or one (whispering or silent) -Thumbs up, middle, down to show understanding -clapping pattern repeated to get students attention -Students raising their hands to ask questions, share ideas -everyone say the answer in 3...2...1... -Work as a group to solve the scavenger hunt -During work time the voice level should be one or two (whispering or inside voice talking). -Have students put computers away and head back to their seats with a voice level zero or one.
Minutes	Procedures
5 mn	Set-up/Prep: print worksheets, decide small groups, pull up video
2 mn	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> -Have students transition back to their spots with a voice level zero or one (whispering or silent) -Ask students to put their thumbs up if they know who Theodore/Teddy Roosevelt is, middle if they are not quite sure but it sounds familiar, or down if they have no idea. Have them turn and talk with a partner about who Teddy Roosevelt could be. Give students two minutes to discuss with a ten second warning. Call students back together with clapping pattern that is repeated. Have students raise their hand if they have ideas that they would like to share with the class about who TR is. Call on up to three students. -Today we are going to be learning about who TR is and why he is important to North Dakota.

<p>6 mn</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> -First, we are going to watch a video biography of Teddy Roosevelt. Raise your hand if you know what a biography is? Call on up to three. A biography is the story of someone's life that someone else has written. Now we are going to watch a biography of Teddy Roosevelt. -Watch US history for kids: Who is Theodore Roosevelt? https://www.youtube.com/watch?v=B5-4LH-TDSQ -What job did TR have? Everyone can say the answer in 3...2...1...(the president of the US) -Correct! One thing that they did not talk about in the video is that Teddy Roosevelt loved North Dakota. He once said that if he did not have the experiences he had in North Dakota, that he would not have been the president. He did a lot of good things for North Dakota. We are going to learn about these things today by doing an online scavenger hunt with groups. -I will let you know these groups after I give you instructions on the scavenger hunt. -Each student will get a scavenger hunt worksheet (found below) with instructions on it. I will let you know about some of them now. -To start the scavenger hunt, you will go to https://www.theodorerooseveltcenter.org/ -Working as a group, you will follow the instructions and get to the page you need to be. Once you get to the page, you will read and find answers to the questions. -You will work as a group to answer the questions, but each person will fill out their own worksheet. -There will be a couple questions that you have to answer based on your own thinking. You will know it is a question like this because it will start with something like, "What do you think..." -Does anyone have any questions about what we will be doing? -When I call your names, you and your group can come grab a worksheet from me, grab a computer and find a quiet place to work. -During work time the voice level should be one or two (whispering or inside voice talking).
<p>10 mn</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> -The students will be completing their scavenger hunts. I will be walking around, helping students and making sure they are on track. -When students are done they can hand in their worksheet and grab an exit slip to fill out. -After students are finished with that, they can work on things they need to catch up on or elaborate on their exit slip. -Give students time warnings: 2 mn, 1 mn, 10 seconds
<p>2 mn</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> -Have students put computers away and head back to their seats with a voice level zero or one. -Ask students to think of something new that they learned about Teddy Roosevelt today. -Have students raise their hands if they want to share. -Call on a couple of students. -Transition to next activity.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.

-Students will fill out their worksheets with facts and their own ideas about Teddy Roosevelt and his contributions to ND.

Consideration for Back-up Plan:

-Students will discuss work with students or will use interactive ipads to communicate with teacher about learning.

Summative Assessment:

-Throughout this unit students will use this research and other research about North Dakota's history to create a presentation about the state to share with their first grade buddies and a historian from the Heritage center who will help them to research.

If applicable- overall unit, chapter, concept, etc.: Understanding historical events

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I was very excited to teach this social studies lesson about Teddy Roosevelt. I started the lesson by asking students about their background knowledge on Teddy Roosevelt. Many of the students knew that he was very involved in Medora, North Dakota, was president of the United States, and one even said that he was born in New York, which was very impressive. The students seemed to really enjoy the video and were very engaged in the material because it was a rap about Teddy Roosevelt's life. After this they were very excited to learn about Theodore Roosevelt's relationship with North Dakota and were also excited about the scavenger hunt. They were very responsive to my attention getters which was great. They discussed a lot with each other during the turn and talks. I was proud of my ability to lead the discussions and encourage students towards deeper thoughts. They really got thinking about his life and the feelings that North Dakota made him feel. They thought about what he did for North Dakota but also how North Dakota helped him grow. The students were very productive with each other and very motivated to finish the scavenger hunt, which I was very excited about.

The students were very determined to finish, but unfortunately there was not enough time for the students to finish. I planned too many activities for a half an hour lesson. This made many of the students frustrated, because they were really enjoying the activity and wanted to have time to finish and see who won. They really enjoyed the lesson and I feel like the teaching went well. I just really should have planned better. I had been blown away at how quickly they could get activities finished and planned more than I should have. I was just so blown away because I was used to first grade pace. There is definitely a learning curve for different age levels. I hope that I can time my future lessons out so we can fit the whole activity into the time period that we are supposed to. This will take planning on my part to direct students to transition to the next part of the lesson at the right times. I also have to

make sure that there not too much content for the amount of time that I have to teach and the students have to work. Overall, I feel that the lesson went well, but that I need to work on my time management.

Name: _____

Date: _____

Teddy Roosevelt Online Scavenger Hunt



Instructions:

- Go to <https://www.theodorerooseveltcenter.org/>
- Click on the **Learn about TR** tab on the top bar
- Scroll Down to see the **Themes** at the bottom of the page
- Click on the Theme **Dakota and Ranching**



- Read the information **above** the **Article List** and answer the questions below as a group (using full sentences):

1) What did Teddy Roosevelt like about the Badlands?

2) How did he grow in the Badlands?

3) How do you think this experience made him feel about North Dakota?

- Hit the back arrow ← on the top left part of the screen to take you back to **Themes**
- Click on the Theme **Conservation**



- Read the information **above** the **Article List** and answer the questions below as a group (using full sentences):

1) What was Teddy Roosevelt committed to?

2) How many national parks did Teddy Roosevelt help
create? _____

3) How do you think this helped North Dakota?
