SS Lessons-November 14-22

Unit 4: Communities, Now and Long Ago (and Thanksgiving!!!)

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| **Monday 11/14****Goal 4: Exhibit an understanding of change in communities over time.** | Introduce Unit 4 in SS books Discuss the big ideas and sequence pgs.88-90 Preview lesson 1 pgs. 91-91 (bring in reader’s workshop knowledge and point out text features). Read as a group or in partners and complete the text work.\*\* Discuss how our area, school, etc. has changed over time. |
| **Tuesday 11/15****4.02-Analyze environmental issues, past and present, and determine their impact on different cultures** | Materials: Thanksgiving by Gail Gibbons; Smartboard file* Review lesson from yesterday about changes over time.
* Today we will begin discussing Thanksgiving and its importance it has had on our lives today (and how much our country has changed).
* Begin by turning and talking with a partner about what you think of when you think about Thanksgiving;
* Students will report out;
* Fill in the Know part of a KWL about The First Thanksgiving and add any questions they may have in the What part;
* Read Gail Gibbons Thanksgiving book and add any information learned.
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| **Wednesday 11/16****4.03 Describe human movement in the establishment of settlement patterns.** | Materials: Thanksgiving on Thursday by Mary Pope Osborne; Smartboard file* Read ch. 1 and 2 of Thanksgiving on Thursday (Magic Tree House).
* Ask students why they think people came to the New World (add freedom, opportunity, adventure);
* Show the planned and actual route of Mayflower.
* Pretend that the carpet is the Mayflower and that they all have to fit with their things (book bags and coats) and stay there for 5 minutes and imagine having to be that crowded for a long period of time.
* Discuss how the pilgrims might have felt aboard the Mayflower.
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| **Thursday 11/17****Leadership Day****4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburuban** | Preview and read lesson 3 (unit 4) pgs. 99-101 Discuss where we live and anyone who has moved here from somewhere else (mark places on a map)Discuss why people want to live where they do and relate this back to why the Pilgrims came to America.Discuss how over time, places that were once rural may now becoming urban/suburban. (Cary, Clayton, Garner, etc.)Read chapters 3-5 in MTH Thanksgiving on Thursday (if you do not have enough time to continue reading this book during social studies. You can read it during dismissal, or another time you have carved out for read aloud.) |
| **11/18****4.01-Analyze the effects of change in communities and predict future changes****4.02-Analyze environmental issues, past and present, and determine their impact on different cultures** | * Discuss things the Pilgrims and Native Americans had to eat;
* Read If You Were At…The First Thanksgiving by Anne Kamma pgs. 22-24 and/or Squanto and the Pilgrims pgs. 9-11.
* Discuss how hard it was to get and grow food;
* Ask where our food today comes from and how it is produced

\*show photo story of how inventions have changed over time the way we grow and harvest foodRead Aloud-MTH ch. 6-8 |
| **11/21** | **Assembly Line Simulation Activity****\*\*You will need to gather these materials ahead of time (cookie cutters, knives, and rollers). We will give you the Consensograms, and the Jobs flowchart.****\*\*You may want students sitting in groups of 5 for this activity.**Materials: play dough or clay, chart or graph to record data, 3 hot dots for each group (different colors), cookie cutters (these should be the same shape…or at least the same size for each group), rollers (I have used markers in the past) and plastic knives* Begin with a review of the Pilgrims and their limited resources when they came to Plymouth. Review how inventions have greatly helped our agriculture by inventing machines that do the work Pilgrims once did. Show the I Love Lucy video clip.
* Today you are going to be making \_\_\_\_\_\_ (turkeys, stars, cookies, whatever types of cookie cutters you have), for stores to sell.
* Today you will learn how to produce goods with and without different inventions and synergy. We will compare and contrast the process with and without innovations.
* The first part of the lesson will require the students to work individually to make play dough \_\_\_\_\_\_ when only give a ball of play dough (One small ball of playdough per student). They are trying to produce as many as possible in 5 minutes. Ask the students how many they think they will be able to make.
* After the 5 minutes of working individually, they will get with their group, and record how many they made and how they felt making the turkeys, rate themselves on the quality job they did,etc. on a consensogram. One axis of the force field analysis will be “quality of the product,” and the other axis will be the number I was able to make.
* Next, 2-3 students will work together to produce the \_\_\_\_\_ and they are given a cookie cutter. They will not be given any formal direction on how to work together. They will be given 5 minutes to make \_\_\_\_\_\_, and they will record the same information on their chart. They will again rate themselves on the consensogram using a different colored dot.
* The third part of the lesson will involve assigning specific jobs to the groups and giving them a roller and a plastic knife to use along with the cookie cutter. They will follow a process on a flow chart. They will produce turkeys for 5 minutes and record results on the consensogram.
* Jobs: Roller, Cutter (cuts the shape), Recycler ( take care of scraps), Packer (Pack to go out), Prep Worker (gets the ball ready)
* Bring the class back together to discuss our data from how many we made each time to determine which way was more effective and why. We will emphasize that the inventions coupled with people’s having specific jobs creates a higher productivity. We are able to produce quality turkeys and more of them with the innovations we have used.
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| **11/22** | Several activities you may want to try:1. **Learn about Pilgrims**-Read Sarah Morton’s Day; as a class, make a Venn diagram on board comparing life of a modern child to that of a Pilgrim child.
2. **Learn about Wampanoag**-Read Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times, Kate Waters
3. **Tour a Pilgrim Village-** Go to the following website to take a virtual tour of what a pilgrim village might look like. <http://www.scholastic.com/scholastic_thanksgiving/webcast.htm?msg=Thank%20You%20for%20Registering%20for%20the%20Thanksgiving%20Webcast>!
4. **Make Thanksgiving Hats**-directions are at this website: <http://dltk-holidays.com/thanksgiving/mcrown.htm>
5. **Watch A Video-** This Is America Charlie Brown, The Mayflower Voyagers. <http://www.youtube.com/watch?v=tc1A0MfAWFk> (part 1) <http://www.youtube.com/watch?v=fTYjwDOZqtQ> (part 2)
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