

Donnell Olsen

Content Lesson Plan - History

5th Grade

Content Objective: Students will defend one of the three perspectives taken on the civil war: North, South and Neutral, and be able to explain the three different views.

Language Objective:

- Students will be assigned a perspective and read a short letter from a historical-fictional person who had their same given perspective.
- Discuss the points of their given perspective.
- Write a list of the strong points of their given perspective.
- Defend their perspective in a debate.

Activities and Procedures:

- To address background knowledge read “Shades of Gray” (a fictional novel about the civil war) as a class or watch “Shenandoah” (a fictional movie about the civil war) depending on the time allotted for the civil war lessons.
- Create a simple classroom controversy (i.e. Red is the best color) and let the children decide whether they support it strongly, are completely against it or are neutral. (This helps children simplify the idea of a debate and the three perspectives that can be taken on a controversial topic.
- Give the children an editorial or letter from a historical person with one of the three perspectives to read. This perspective will be that student’s given perspective.
- The students will prepare to defend their perspective in a debate and discuss with others that have their own given perspective.
- In groups of three, students will defend their perspective in a debate.
- As a class talk about what was learned in the debate.

Language Acquisition Stages:

Pre-Emergent/ Emergent	<p>Read: Read “Shades of Gray” in L1. Some chapters will be read in L2 and the student will be given key vocabulary to look for and read with pictures to help understand the vocabulary word (i.e. Agree, disagree, neutral with thumbs up, thumbs down, shrugged shoulders.)</p> <p>Write: Write strong points of given perspective in L1. In L2 Fill in a chart with pictures using one word answers from their key vocabulary about their given perspective.</p> <p>Speak: In L1 discuss the strong points of their given perspective. In L2 Be prepared with a few key vocabulary words or key phrases to say about their given perspective in the debate.</p>
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	Listen: Listen to the other students during the debate and try to pick out key vocabulary. Listen to fluent readers read “Shades of Gray” in the class.
Intermediate	Read: Read with homogenous group “Shades of Gray” part of it in L1 and a few chapters of it in L2. Write: Write down a few sentences about their assigned perspective; maybe use starter sentences if needed. Speak: Read their sentences about their assigned perspective to the other two students in the group. Listen: Listen to what the other perspectives have to say. Listen to fluent readers while reading “Shades of Gray”.
Advanced/Fluent	Read: Read “Shades of Gray” in L2. Write: Write the statements about their assigned perspective. Speak: participate in the debate Listen: listen to the others perspectives

Strategies

-Cognitive: Using reference materials – knowing where to turn for answers really helps children learn about the given topic and research more about it.

Discussing – because when the children discuss the topic it reinforces or even molds the knowledge that they are gaining about the civil war and their given perspective.

-Metacognitive: Keep a Learning Log – they can write questions that they have and write answers when they learn about it. They will then be able to see how they learned about those questions and see better individual learning strategies.

Monitoring Comprehension – the student can check’s his/her comprehension by thinking while they are listening or reading about whether they are understanding what is going on or not.

-Herrell & Jordan:

Interactive Read-Aloud: With history there is so much of the learning done through reading but making it interactive would really help the children understand.

Partner Work: They will be able to practice speech and listening through interacting with partners and discussing their perspective.

Grouping

-Heterogeneous Grouping:

- Reading a few selected shorter chapters from “Shades of Gray” so that the students have the opportunity to read in English and hear fluent readers.

- During the debate to practice their fluency and to have examples of a fluent speaker and be required to speak English while debating.

-Homogeneous Grouping:

- While reading “Shades of Gray” so that they can read it in their L1 because it is a novel and gives the background knowledge needed for the entire assignment.

-Discussion about the strong points of their given perspective to help them understand and prepare for the debate.

Assessment

-Formative

- Create a writing journal with a thought provoking question from the day’s reading that the students can fill out a quick paragraph in after they have read.

-observe how the students react to the classroom controversy and ask certain students to defend why they chose their position.

-talk with individual students as they are formulating their defense points for the debate and see how their writing is coming.

-observe the debates and watch for listening and speaking.

-Summative

-A written essay about the pros and cons of each perspective of the debate about the Civil War. (For pre-emergent/ emergent learners they will be allowed to just explain what the three perspectives were through oral or written testing.)