

## Lesson Plan

<b>Grade:</b> Fifth Grade	<b>Subject:</b> Social Studies
<b>Materials:</b> police form, smart board, dry erase markers, pencil	<b>Technology Needed:</b> Computers
<b>Instructional Strategies:</b> € Direct instruction                      € Peer teaching/collaboration/ € Guided practice                              cooperative learning € Socratic Seminar                            € Visuals/Graphic organizers € Learning Centers                            € PBL € Lecture    € Discussion/Debate € Technology integration                    € Modeling € Other (list)	<b>Guided Practices and Concrete Application:</b> € Large group activity                      € Hands-on € Independent activity                      € Technology € Pairing/collaboration                      integration € Simulations/Scenarios                    € Imitation/Rep € Other (list)                                      eat/Mimic  Explain:
<b>Standard(s)</b>  5.H.3_5.7 Explain cause and effect relationships among historical events in the United States using primary and secondary sources.	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>● Refer to the prompt questions and answers on the board           <ul style="list-style-type: none"> <li>○ Patriot= someone against the king and Great Britain. Patriot also has the word "riot" within the word to help make you think of rioting against Great Britain.</li> <li>○ Loyalist= people who still follow the king's rule and Great Britain. These would be the soldiers</li> <li>○ What does suspect mean? -A person guilty of crime</li> <li>○ Who is a victim? - A person harmed, murdered, or killed</li> <li>○ What does it mean when someone is in custody? - someone put in prison, or held in the protective care of someone</li> </ul> </li> <li>● Going through the police work sheet together</li> <li>● Filling out the first examples on the police sheet together to refer to</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>● Freedom to add more details to the description of the incident of the Boston Massacre</li> <li>● Able to make up and create and eyewitness and a story that the eye witness had stated about the event that had happened</li> <li>● Creating their own opinion on the event and adding details of their choice</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>● Work and create details onto their opinion and descriptions on the Boston Massacre and what happened during the event</li> </ul>
<b>Objective(s)</b>  By the end of this lesson, students will be able to explain the relationship between the loyalist and the patriots during the Boston Massacre, and students will also be able to discuss what happened during this historical event by filling out the police form.  <b>Bloom's Taxonomy Cognitive Level:</b> Evaluating, Creating	

	<ul style="list-style-type: none"> <li>● Come up with ideas and details under the victims and suspect descriptions after we model one together in class</li> </ul> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>● Visual - looking at the notes on the board, the police report worksheet, textbook, and website</li> <li>● Auditory - listening to the directions, listening to their peers on reviewing to Boston Massacre</li> <li>● Tactile - writing the police report</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Attention getter <ul style="list-style-type: none"> <li>○ (give me ___ ( hold up ___ amount of fingers)</li> <li>○ Eyes and ears on me in three, two, one</li> <li>○ Back to your seats in five, ..., one</li> </ul> </li> <li>● Students will walk in from the other fifth grade classroom and find a seat by a desk</li> <li>● Students will have their computers at the desk with them and their social studies books <ul style="list-style-type: none"> <li>○ Students will be reminded that their hands should be off of their instructional tools while the teacher is talking and presenting</li> </ul> </li> <li>● When students are doing turn and talks, teacher will state, “eyes and ears on me in ...” to gain their attention back to continue discussing the lesson together</li> <li>● Students will be instructed to find a different place in the room after the directions part of the lesson by asking the students what it looks to be an active learner saying “find a smart place around the room to work in five, . . .,one”</li> <li>● Teacher will use the “give me ___” method to gain the student’s attention back to start cleaning up</li> <li>● Teacher will share out how many minutes the students have left so they can pace themselves through the worksheet</li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>● Students will not blurt out when teacher is talking</li> <li>● Students must participate during their turn and talk time</li> <li>● Students must have whole body listening (listening with their eyes and ears)</li> <li>● Students must not lay their heads on the desk when teacher is talking</li> <li>● Students must raise their hands when they want to answer a question</li> <li>● Students will work independently when they are working on their police report <ul style="list-style-type: none"> <li>○ Students may collaborate on the report, but they have to do their own work</li> </ul> </li> <li>● Students must stay on task on their computers and not look at other sites while using them</li> <li>● Students must be working, and if they have a question they may ask a neighbor for help or raise their hand so a teacher can help</li> <li>● Students must pick a spot around the room that they know they can work well in and not get distracted</li> <li>● Students must come back to their seats and clean up when they are told to by the teacher</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● Smart board on with the link for the Boston Massacre website up on it</li> <li>● Questions/statements wrote on the white board for the class to discuss and answer</li> <li>● Have the cop worksheets ready for the students to fill out</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● “Today ladies and gentleman, we are going to be police officers! What are some jobs of police officers?”(looking for the answer of documenting crimes)</li> <li>● “What do you remember happened during the historical event of the Boston Massacre?” <ul style="list-style-type: none"> <li>○ Turn and talk with a partner</li> <li>○ Share out answers, and write the on the board</li> </ul> </li> <li>● “What was the relationship like between the loyalist and patriots? Who were the loyalists and who were the patriots?” <ul style="list-style-type: none"> <li>○ Turn and talk with a partner</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Share out answers, and write the on the board the right answers the students provide</li> <li>○ Write on the board <ul style="list-style-type: none"> <li>■ Patriot= someone against the king and Great Britain. Patriot also has the word “riot” within the word to help make you think of rioting against Great Britain.</li> <li>■ Loyalist= people who still follow the king’s rule and Great Britain. These would be the soldiers</li> </ul> </li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>● Vocabulary - patriots, loyalist, secondary source, primary source, police report</li> <li>● “Ladies and gentleman, thank you for those of you who show me you’re ready to learn by having your laptops and computers out on your desk.”</li> <li>● “So we just did a turn and talk with our partners on what the Boston Massacre was. So the word Massacre, what does it mean?”</li> <li>● “Do you think that the massacre was pre planned by the soldiers (patriots) or do you think it was an act of self defence?” <ul style="list-style-type: none"> <li>○ Turn and talk with your partner</li> </ul> </li> <li>● “Today we are going to act as a police officer during the time of the Boston Massacre, we are going to fill out a police report. Can someone tell me what kinds of things are on a police report? Raise your hand if you have an idea.” <ul style="list-style-type: none"> <li>○ Pass out the police report paper to the students</li> <li>○ Go over the police report paper with the students</li> </ul> </li> <li>● We are going to use two different sources to complete our task. <ul style="list-style-type: none"> <li>○ “What do you think one of the sources we are going to use is?” <ul style="list-style-type: none"> <li>■ text book - “Is this source a primary or a secondary source? Tell me how you know.”</li> </ul> </li> <li>○ “What other source do you think we are going to use?” <ul style="list-style-type: none"> <li>■ Website - <a href="http://www.bostonmassacre.net/players/index.htm">http://www.bostonmassacre.net/players/index.htm</a> <ul style="list-style-type: none"> <li>● “What kind of source is this? How do you know?”</li> </ul> </li> </ul> </li> </ul> </li> <li>● Teacher will model and help fill out: <ul style="list-style-type: none"> <li>○ “What is the first thing police officers should always put on their report?” (date of incident and location of incident) <ul style="list-style-type: none"> <li>■ Fill this out with the students (March 5th, 1770) (Boston)</li> </ul> </li> <li>○ “What is something that you could write for the first thing on the description of the incident?” <ul style="list-style-type: none"> <li>■ (It was a cold winter night, some people threw snowballs and stones at each other, soldier thought they heard the word “fire” and shot into the crowd)</li> <li>■ “Now, is this the only thing that you should write on your paper? No, that’s right. Make sure to add more details. This is just an example of one thing that you should have written down.”</li> </ul> </li> <li>○ Name one victim together, and read on the website if they were wounded or deceased <ul style="list-style-type: none"> <li>■ “Where do you think we are going to find the information on the vicums?” (secondary source - website)</li> <li>■ “What does it mean if someone is deceased?”</li> </ul> </li> <li>○ “What is a suspect?” (write it up on the board for students to reference it) <ul style="list-style-type: none"> <li>■ Suspect- What does suspect mean? -A person guilty of crime</li> <li>■ Who were the suspects in the Boston Massacre? (soldiers)</li> <li>■ What is something we can describe the first suspect as? (red coat, hair color, name, age, weapon used)</li> <li>■ Student doesn't have to write down the class example, they are allowed to come up their own if they choose</li> </ul> </li> <li>○ Is the suspect in custody? <ul style="list-style-type: none"> <li>■ “What does custody mean?” (someone put in prison, or held in the protective care of someone) (teacher write this on the board)</li> <li>■ Students, this is your choice on the paper if you put the person in custody as the police officer</li> </ul> </li> <li>○ Name of the eyewitness - “What is an eyewitness” (someone who observes an event but does not take part in it) <ul style="list-style-type: none"> <li>■ “Boys and girls, this is where you get to be creative and make up an eyewitness’s name and what you think they saw during the Boston Massacre. Eyewitnesses</li> </ul> </li> </ul> </li> </ul>

	<p>sometimes see the suspect do something or they are defending a certain party. In this case it would be the loyalists or the patriots.”</p> <ul style="list-style-type: none"> <li>○ “The last part you are able to have your own opinion of the event as the officer. Turn and talk with a partner on some opinions you already have about the Massacre and why you are thinking that.” <ul style="list-style-type: none"> <li>■ After the turn and talk, have some share out time with the students</li> <li>■ Do you really think it was an act of self defense or do you think it was a set up? Why?</li> </ul> </li> <li>○ Lastly, police officers never forget their signature on the form. This part you are able to either sign your own name or you can come up with a name for your police disguise.</li> </ul> <ul style="list-style-type: none"> <li>● “Boys and girls, now it is time for you to fill out the rest of the police report on your own. We did not fill out all of the report, so remember to add some more details. You can use what we did as a reference for your own work. Remember this is a solo worksheet. If you have questions, you may ask a peer or raise your hand to ask a teacher. You may go anywhere in the room to work on this worksheet, but make sure it is a place that you are able to work quietly, efficiently, and independent at.”</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● Students will all go off and use the primary and secondary sources to help them fill out their police report. The students will research different suspects and victims on the sources to help them fill out the report. They will learn names of people who were there and if they were patriots or loyalists. The sources will also state their job title, age, and show a picture of what they looked like.</li> <li>● Reflective questions - “Why do you think _____ is the suspect for starting the Boston Massacre?” “What made you think that you shouldn’t arrest the suspect and put them in custody?” “Was the Boston Massacre really self defense or was it a set up? Why?” “How would you feel if you were a police officer during this time and how to document this?”</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● “Learners, today we put ourselves into the shoes of a police officer. What are some important things that police officers have to fill out on their reports?”</li> <li>● If you are not done with this activity, please take them with you and you will have time to finish them later today.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>● After a turn and talk, have the students bring out the white boards to write the answer of a question on the white board OR</li> <li>● Do a airplane call out - have each “airplane cab” share out what their group talked about</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>● If students are having a hard time understanding the worksheet, bring them back to the teacher and retread the steps of filling out the report. The teacher may fill out the worksheet together and continue down the process. Also, another option if this doesn’t work is strategically partnering students together so some of the above proficient kids would be with the low proficiency kids.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>● Police report handed in to me. They will have all of the sections on the worksheet filled out which will have descriptions on loyalists and patriots. The students will also have written if they think that the Boston Massacre was an act of self defence or a set up. Students will have used the primary and secondary sources to help them fill out the information and come up with the conclusion.</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>

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

The lesson that I did modeled what Mrs. Hintz had taught the previous day to a different group of students. This lesson was towards the end of the students unit so the police report was used as a formative assessment. I thought this lesson went well overall and I feel like the students enjoyed making up the portion of the police report where they "interviewed" each a loyalist and a patriot, as well as making up their police officer point of view. I also really thought that my classroom management of the students went well. All the students listened while I was talking and did a good job with raising their hands to answer questions or not. I had never met this group of students previous to teaching this so I was impressed on how open they were to sharing their ideas and knowledge with me. I also really liked this lesson because the students had the opportunity to have cross curricular knowledge and skills brought into it. The students were reminded of what primary and secondary sources were and also practiced their opinion writing that are based on facts. This skill is something that they are currently working on during their daily five time as well. Another thing that I really liked about this lesson that went well was the turn and talks with a partner. This fifth grade class rarely does them anymore so they had fun and participated in this because it is something they rarely do now. I also thought it helped the students who were below average to get ideas because I noticed that some of these students were even willing to share out answers for the class. Reflecting on this lesson I wish I would have made the information more interactive. I feel like it was more based on "sit and get" which is not the best way to learn for all learners. As they are moving into middle school next year, I know it is an important skill to learn and practice but I still prefer hands on learning and teaching. A way I could have made this more hands on learning was to have the class come up and "act out" some of the parts of the Boston Massacre. I feel like this would help the students understand the lesson better and also play out what happened to help visualize and solidify it in their brains. Another thing I would do differently would be to actually bring in a real police report form in hopes to intrigue the students more also. Overall, I would definitely do this lesson again if I was a fifth grade teacher, I would just make sure to make a few adaptations when I taught it.