Shawn Shaner

Action Plan for Learning Project
Teaching w/ Primary Sources Summer Institute for teachers

July 11 -15, 2011
<table>
<thead>
<tr>
<th>Topic</th>
<th>Famous people/events that happened in Philadelphia, Pennsylvania</th>
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<tbody>
<tr>
<td>Subject/Courses</td>
<td>Fifth Grade Social Studies/Writing</td>
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<tr>
<td>Investigative Question</td>
<td>What historical events/people originated in Philadelphia, Pennsylvania?</td>
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<td>PA Teaching Standards:</td>
<td>8.2.5.B – Illustrate concepts and knowledge of historical documents/artifacts and places critical to United States history 5.1.U.C. Analyze the principles and ideas that shape United States government</td>
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<td>Writing Standards:</td>
<td>1.5.5.A, 1.5.5.B, 1.5.5.F</td>
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<td>Objectives</td>
<td>Students will be able to:…</td>
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<td></td>
<td>1. Compare/contrast changes in the original and today’s American Flag.</td>
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<td></td>
<td>2. give a 10 word essay on Betsy Ross</td>
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<td>3. Summarize some important events that happened at Independence Hall and people who participated in these events.</td>
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<td></td>
<td>4. Summarize with George Washington’s accomplishments</td>
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<td></td>
<td>5. complete the K-W-L chart related to Liberty Bell</td>
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<tr>
<td>Duration</td>
<td>60 minute lessons for a week</td>
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| Materials continued | www.loc.gov/exhibits/treasures/images/uc004215.jpg  
Thomas Jefferson 1743-1826  
Original Rough Draft of Declaration of Independence  
Extra: Replica G. Washington wig, Betsy Ross  
Costume, red/white/blue balloons and confetti |
|---|---|
| Inquiry-Based Instruction | Using **Inquiry-Based Instructional Model:**  
**Connect** - Teacher will have class brainstorm what students know about the historical events/people of Philadelphia, Pennsylvania.  
**Wonder** - Thoughts, ideas, questions, prior knowledge, remarks will be expressed in writing and during brainstorming.  
**Investigate** - In small groups, students will read content area reader’s book from school library and do research on internet.  
**Construct** - Students will construct a KWL chart, Venn Diagram, Exit paper, a web and summary paper.  
**Express** - Using writing skills and reflecting skills, students will complete the following listed under “construct”.  
**Reflection** - Students will engage in assignments that allow them to reflect information learned throughout each lesson. |
| Description of procedures Day 1 - 5 | Procedures attached after Rubric |
| Assessment | Students will...  
1. complete the KWL Gr. Organizer by filling in the L column regarding Liberty Bell  
2. Summarize George Washington’s accomplishments  
3. Compare/contrast original/today’s flag and write facts learned about Betsy Ross  
4. List positive affects of July 4, 1776  
5. Complete KWL graphic organizer by listing events/people that have participated in any historical events at Independence Hall. |
<table>
<thead>
<tr>
<th>Rubric Rating</th>
<th>K-W-L Chart/Compare-Contrast</th>
</tr>
</thead>
</table>
| 4             | *Copied all KW from class work  
*listed 15 facts learned |
| 3             | Copied all KW from class work  
*listed 10 -14 facts |
| 2             | *Copied 50% of KW from class work  
*listed 5 -9 facts |
| 1             | Copied 25% of KW from class work  
*listed 0 – 5 facts  
*sloppy  
*lack of interest |

**Summary/10 Word Exit Paper**

<table>
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<tr>
<th>Rubric Rating</th>
<th>Summary/10 Word Exit Paper</th>
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| 4             | *Students will use proper grammar, punc., capitals, and complete sentence.  
*List 15 facts  
*paper titled correctly  
*Effectively organized and thoughts developed |
| 3             | *Students will attempt proper grammar, punc., capitals.  
*Use of complete sentences  
*List up to 10 facts  
*Attempt to title paper correctly  
*Well organized and thoughts expressed |
| 2             | *Inconsistent attempts of proper grammar, punc., capitals  
*no sentence structure  
*List 5 -10 facts  
*only name on paper  
*no organization/order |
| 1             | *No attempt to use proper grammar, punc., capitals  
*not sentences  
*List 0 – 5 facts  
*no organization/order/limited thought |
Attachment for...Description of procedures
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Day 1
Teacher will begin Social Studies lesson by drawing a web on the board and asking the class, “What historical events/people originated in Philadelphia, Pennsylvania?” (IBIM/connect/wonder). Teacher will write answers on the web. Students will then copy the web on paper. Teacher will get out the graphic organizer KWL chart (IBIM/construct). Teacher writes the word Liberty Bell on the board. Brainstorming begins and facts are listed on the chart. Teacher will distribute picture of the Liberty Bell from the Library of Congress website listed under materials/resources. Students will get into pods and have open discussion about the bell. They will express in writing on chart paper with picture and thoughts, ideas, questions, knowledge, remarks they have about the picture. Teacher will ask the following IBIM/connect/wonder questions:

1. How did the bell get its crack?
2. Who designed the bell?
3. Of what material is it made?
4. Where is it displayed?
5. Why did they ring the bell?
6. What does it weigh?
7. Why is it in a show case?
8. What is the bell’s time era?
9. What significant role does it play in American history?
10. When was the last time the bell was used?
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Students study picture for five minutes, class regroups and together we continue the W on the KWL chart. Students discuss what they want to learn. Together we read “The Liberty Bell” (citation required). After reading, we will review our web and delete false statements. Independently, students will add to the KWL chart what they learned about the Liberty Bell. Teacher states 15 facts required. - - Collect for assessment.

Day2

Teacher will display picture of Betsy Ross from the Library of Congress website listed under materials/resources. In pods, students will brainstorm who is in the picture (IBIM/investigate), their roles in history, and what event is happening in this picture. Using IBIM/connect/wonder, teacher will ask the following questions.

1. What do the clothes worn tell us about the people?
2. Who is the lady in the picture?
3. Why is everyone looking closely at the flag?
4. What role does the child play in this picture?
5. Look at the environment. How is the room different from today’s rooms?
6. What does the hair tell about the male’s status?
7. Who are all the men in the picture?
8. What is the time frame of this picture? What are you clues?
9. What is the significance of the flag in this picture?
10. What material was used in the flag? What are some of our flags made from today?

Teacher will then read the book “The American Flag” (citation required) Completion of reading, students will be given the Compare/Contrast graphic
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organizer (IBIM/construct/express) and students will compare and contrast today’s American Flag to the original American Flag. Assessment - -15 facts required (IBIM/reflection).

Day 3

Teacher will dress in a Betsy Ross costume. The question “Who am I and what do you know about me?” (IBIM/connect, wonder) will be posted on chart paper in small groups. Students will have open discussion in groups about who I am portraying to be.

(IBIM/connect)

1. Who am I?
2. Where do I live?
3. What important role did I play in American history?
4. Where was I born?
5. Why was I the chosen one?
6. How did I make the flag? (hand sewn)
7. How long did it take me to make the flag?
8. What do you think the environment where I made the flag was like? (Ex. Lighting)
9. Discuss the environments of how flag was made then and how flags are made now.
10. What accomplishments did I achieve after I made the flag?
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Together we will read “Betsy Ross” (citation required)(IBIM/investigate). After reading, students will 10 word essay on Betsy Ross and her part in American history for the assessment (IBIM/reflection).

Day 4
Teacher will write “Independence Hall” on the board and post a picture of Independence Hall, Philadelphia Exterior from Library of Congress website listed under materials/resources. Students will be grouped in pairs and given a computer, chart paper, pencil and time limit to research events that happened in Independence Hall (IBIM/investigate). Research will include historical people engaged in events. Students will then be put in pod groups and have time to compare notes, add factual information to notes and engage in conversation regarding other pod partners research. Teacher will then display a picture of the original Declaration of Independence from the Library of Congress listed under materials/resources. Students will then be asked to research how the signing of the Declaration of Independence had a positive affect on American. Students will then be assessed on listing 15 important people/events that occurred in Independence Hall (IBIM/reflection).

Day 5
Teacher will open discussion by giving the definition of… “wears several hats”. Teacher will explain that this statement refers to a person who is a busy person. This person does many things and may have many jobs or responsibilities. Explanations will be
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given. For ex. - - a father may wear his work hat, then come home and put his chore hat on, then wear his coaching hat, then wear his husband hat, etc.

Teacher will ask, (IBIM/connect) “What man in history wore several hats?” and start a web on the board.

If and when a student mentions George Washington, confetti and red/white/blue balloon celebration will occur. That student will get to wear the George Washington wig for the lesson. Picture of George Washington from the Library of Congress website will be distributed to each table. On chart paper at the table, students will write any information they have relating to the George Washington lesson (IBIM/wonder). A student from each table will read to class what is written on chart paper and teacher will write comments on the board.

Teacher will then ask IBIM/Connect….

1. In which war was George involved?
2. What was his role in this war?
3. What parts of the country did he travel?
4. What was his involvement in Philadelphia?
5. What number president was he?
6. What accomplishments did he achieve during his presidency?
7. Did he sign the Declaration of Independence before or after he was president?
8. What local battle did he lead that took place in our area?
9. How do you think he treated his troops?
10. How did he communicate during the war?
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Next, teacher will read the book “George Washington” (citation required) After reading, students will make their own George Washington booklet (IBIM/Express/Reflect.) Students will draw a picture of George for the cover and summarize 15 accomplishments in which George was engaged. This booklet will be the assessment.