

Student Teacher Candidate: Peyton Allen
 Lesson Subject(s)/Title: Modern Pennsylvania
 Lesson Date(s): 16 April 2018
 Course & Grade(s): History 4th Grade

INSTRUCTIONAL MATERIALS:

PowerPoint
 Cornell Notes
 Construction Paper
 Colored Pencils

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How has PA become modernized?
 How has the past shaped our present and future of Pennsylvania today?

PURPOSE:

The purpose is for the students to understand that Pennsylvania grew and changed in the 1900s and continues to grow and change today.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will compare and contrast two photos to understand change over time in Pennsylvania. Students will be engaged with a PowerPoint by using Cornell Notes and answering questions. Students will create two pictures to demonstrate their understanding of change over time.

STANDARDS:

Subject Area: History

Eligible Content: 8.2.4.C

Explain how continuity and change in Pennsylvania history have influenced personal development and identity: commerce and industry; technology; social organizations.

Subject Area: History

Eligible Content: 8.2.4.D

Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: economic stability.

Subject Area: Arts and Humanities

Eligible Content: 9.1.4.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: • move • perform • read and notate dance • create and choreograph • improvise
- Music: • sing • play an instrument • read and notate music • compose and arrange •improvise
- Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct
- Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

DIFFERENTIATION STRATEGIES:

Enrichment: Students could be asked to write about the pictures they were asked to draw instead of actually drawing.

Support: Students will be given the PowerPoint in front of them. They will also be asked to draw either or; the older picture or the modern picture.

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

ANTICIPATORY SET:

To access the student’s prior knowledge of change over a period of time, I will show them two photos of Philadelphia up on the smartboard. One will be a scene in the late 1800s and the other will be the same scene of Philadelphia today. They will have to compare and contrast the two photos by coming to the smartboard and circling the city’s change over the years on the pictures.

Bodily-Kinesthetic
Visual-Spatial

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will introduce a PowerPoint of the aspects on how Pennsylvania grew and changed and continues to grow today. Throughout the PowerPoint there will be pictures to help show the students the types of changes. Throughout the PowerPoint the students will be using Cornell Notes. The teacher will also go over questions that are integrated into the slides. Students will answer the questions as groups at their tables and answer together.

Interpersonal
and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The students will be asked to individually create two pictures: One of what the city they live in would have looked like in the 1900s and what it looks like today. This is to be done on construction paper and colored. One side of the construction paper will be the older picture and the other side the modern picture. The pictures need to be relevant to what was learned from the PowerPoint.

Intrapersonal
Visual-Spatial

CLOSURE/ASSESSMENT:

Students will share their pictures and explain to the class why they created the pictures they did and what made them old and modern using terms and reasons learned from the PowerPoint.

Linguistic

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

None

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be assessed through their drawings on the construction paper. The teacher will evaluate if the student understood the concepts of how and why things change over time.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Show two photos of Philadelphia to help show students types of changes. 2. Show a PowerPoint to get the students engaged. 3. Have the students create two pictures, one of an older city and a modern picture of the city. 4. Have the students share their drawings. 5. Assess the students understanding on the concepts of how and why things change over time. 	<p>The students will:</p> <ol style="list-style-type: none"> 1. Compare and contrast two photos of Philadelphia. 2. Engage in a PowerPoint with integrated photos and questions. 3. Create two pictures, one of an older city and a modern picture of the city. 4. Share their drawings to the class
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