

**Lesson 6**

**TAG Strategy for this lesson: Mystery Lesson**

**Unit Name**

<b>Where in the World</b>
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**Lesson Name**

**Time**

**Needed (Hours/Days)**

<b>#6: France</b>	<b>5 hours / 1 day</b>
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**Grade**

**Subject**

**Course**

<b>1<sup>st</sup> / 2<sup>nd</sup></b>	<b>Social Studies</b>	<b>TAG</b>
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**GA Standards of Excellence & TAG Standards**

**Please include both GSE & TAG Standards**

**Social Studies GSE**

1st Grade

**SS1G2** Identify and locate the student’s city, county, state, nation (country), and continent on a

simple map or a globe.

**SS1G3** Locate major topographical features of the earth’s surface.

a. Locate all of the continents: North America, South America, Africa, Europe, Asia,

Antarctica, and Australia.

b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.

c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

**SS1E1** Identify goods that people make and services that people provide for each other.

**SS1E2** Explain that scarcity is when unlimited wants are greater than limited resources.

2nd Grade Science

**S2E3.** Obtain, evaluate, and communicate information about how weather, plants,

animals, and humans cause changes to the environment.

(Clarification statement: Changes should be easily observable and could be seen on

school grounds or at home.)

### 1st Grade ELA

**ELAGSE1RI1:** Ask and answer questions about key details in a text.

**ELAGSE1RI5:** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

**ELAGSE1RI6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**ELAGSE1RI7:** Use illustrations and details in a text to describe its key ideas.

**ELAGSE1RF4:** Read with sufficient accuracy and fluency to support comprehension.           a. Read on-level text with purpose and understanding.

### 2nd Grade ELA

**ELAGSE1W2:** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### **TAG Higher Order Thinking Skills (HOTS)**

1. The student asks probing, insightful, and relevant questions.
2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.
3. The student conducts comparisons using criteria.
4. The student makes and evaluates decisions using criteria.
5. The student predicts probable consequences of decisions.
  
7. The student examines an issue from more than one point of view.
8. The student separates one's own point of view from that of others.
10. The student distinguishes between assumptions, inferences, and conclusions.

15. The student recognizes that the responsibility to examine and challenge existing ideas and theories is an ongoing process.

**(2nd Grade Only)** 11. The student draws conclusions based upon relevant information while discarding irrelevant information.

**(2nd Grade Only)** 14. The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.

### **Advanced Communication Skills (ACS)**

1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.

2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.

4. The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.

5. The student applies interviewing techniques for a variety of purposes.

6. The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.

7. The student responds to contributions of others, considering all available information.

### **Essential Question(s)**

#### **What should students know when lesson is completed?**

**Daily Critical Question:** Why is the small country of France such a  
country?  
rich and highly industrialized

### **Teacher Lesson Preparation**

Download Places in Paris worksheet onto electronic devices for students.

**Activating Strategy (for example: Hook/Mini-Lesson/Warm-Up/Connection to Prior Learning)**

**Brainstorming:** Make a list of easily recognized buildings around the world.

**Background Information:**

- **Read:** *What Comes From France* by: Miles Harvey
- **Interactive Worksheet: Popular Places in France** (attached)  
<http://www.parisdigest.com/menus/monument.htm>

**Instructional Sequence and Activities including use of technology**

**Mystery Strategy Lesson:** Are we really in France?

- Students will be given clues about France.
- In small groups, students will read the clues.
- Using the mystery graphic organizer, students, in their groups, will answer if they think they are in France.
- Students will categorize clues according to titles.
- Students will write down supporting information.

**Magic Carpet/Fly to the Capital:** Sing "A Whole New World" from Aladdin then play the Name that Country game with students using the globe, and allow students to guess the country of the day.

**Country Comparison Chart:** Read background information and use the information to fill in data for France on comparison chart.

**Map of the Country:** Mark the following locations on the attached map of France: Paris, the Loire River, the Alps, Corsica, the English Channel, the Mediterranean Sea, the Atlantic Ocean, and the Pyrenees Mountains.

**Compare/Contrast: Washington Monument/ Eiffel Tower** (attached)

(Teacher generated Venn)

"Name That Country!" Worksheet to complete

**Assessment Strategies**

**Synthesis Activities:**

- **Toothpick Monuments:** On a folded piece of dark construction paper, students will sketch a pencil outline of the Eiffel Tower and the Washington Monument. To create the buildings, students should squeeze a trail of glue over a small portion of their pencil framework; then lay thin wooden toothpicks atop the glue.
- **Washington Monument Reproducible:**  
<http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/washmon2.pdf>
- **Sightseeing in France:** Students will choose 4 building to draw and label on a folded piece of construction paper.

**Differentiation**

**Scaffolds/ Interventions/Extensions/Enrichment**

**Students can work in stations for each section, including a teacher-led station. Teachers can include leveled books on France and additional resources for extensions.**

**Materials/Links/Text References/Resources**

*What Comes From France* by: Miles Harvey

Glue

Toothpicks

Construction paper

<b>Unit Name</b>		Our Universe-Lesson 7	
Comets		Galaxies-Encounter Lesson	
<b>Time Needed (Hours/Days)</b>		1 Day	
<b>Grade</b>	2	<b>Subject</b>	Science, Social Studies
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<p><b><u>Science</u></b></p> <p><b>S2E2.</b> Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth.</p>			
<p><b><u>TAG Standards</u></b></p>			
<p><u>Advanced Communication Skills</u></p> <ol style="list-style-type: none"> <li>1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.</li> <li>3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.</li> <li>7. The student responds to contributions of others, considering all available information.</li> </ol>			
<p><u>Creative Thinking and Problem-Solving Skills</u></p> <ol style="list-style-type: none"> <li>3. The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.</li> <li>4. The student develops original ideas, presentations, or products through synthesis and evaluation.</li> <li>5. The student develops original ideas, presentations, or products through synthesis and evaluation.</li> <li>6. The student, independently or through collaboration with classmates, clarifies, illustrates, or elaborates on an idea for product improvement.</li> </ol>			
<p><u>Higher Order and Critical Thinking Skills</u></p> <ol style="list-style-type: none"> <li>1. The student asks probing, insightful, and relevant questions.</li> <li>2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.</li> </ol>			
<ol style="list-style-type: none"> <li>1. The student asks probing, insightful, and relevant questions.</li> </ol>			
<p><b>Enduring Understanding</b></p> <p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. The definition of the term galaxy.</li> </ol> <p><b>The Students Will Be Able to:</b></p>			

1. Differentiate between the types of galaxies.

**Essential Question(s)**

1. What is the difference between a galaxy and a solar system?

Activating Strategy:

See, Think, Wonder

Students will use this visual thinking strategy to look at galaxies.

1. Start by showing students this basic Prezi presentation on galaxies titled "[Amazing Galaxies...](#)" (by Celia Goodell).
2. Next, show the video "[Galaxies, Part 1: Crash Course Astronomy #38](#)" (12:05, uploaded by YouTube user CrashCourse).

Instructional Sequence and Activities Including Use of Technology

Activity One:

1. Students will be given 10 minutes to draw and label one of each type of galaxy. These may be recorded done on paper or in their OneNote.

Activity Two:

1. Each student will create a brochure about visiting an imaginary galaxy (40 minutes). This is a brochure to "sell" their galaxy to visitors, like a brochure one sees for tourist locations. It should include at least one drawing of a type of galaxy as well as information that was gathered from the class or research. The brochure should include a drawing of a galaxy, the fact that galaxies are made up of billions of stars, and types of stars. It should include a solar system that would be in it. The student can show creativity by stating why his or her galaxy is best, describe the solar system in their created galaxy, and even any beings that may exist.
2. Go over each categories and point values in the rubric:
  - a. This brochure should be a tri-fold. It needs at least one picture of a galaxy to get three points and include pictures of planets for the maximum points.
  - b. For organization, make sure that material is grouped in a logical manner. Pictures of planets go with text of solar system for instance.
  - c. The brochures should demonstrate knowledge being acquired and correct. All information needs to be correct such as what a galaxy is in comparison to a solar system. (a solar system is part of a galaxy) A solar system has one star, but a galaxy has many more. When asked, the student can explain what they have on the brochure.

Assessment:

Have students answer the following question in their OneNote or on a sheet of paper: "What is the universe and solar system in comparison to a galaxy?"

### **Differentiation**

#### **Extensions:**

Students can read the information on our galaxy and how NASA produced images of it. They are reconstructed with special telescopes. Students can read these and then create an explanation that a younger student could grasp. See the following resources:

NASA: [360-Degree View of the Milky Way](#)

HowStuffWorks Science: [How the Milky Way Works](#)

### **Materials/Links/Text References/Resources**

All links and materials are embedded in the lesson

<b>Unit Name</b>		<i>Where is the Dodo Bird?</i>		Lesson 7	
<b>Lesson Name</b>		Color, Symbol, Image- Students will use color, symbol, image to investigate the Indian River Lagoon and the 4 ways pollution enters the lagoon. Students will then use CPS to solve one of the problems.			
<b>Time Needed (Hours/Days)</b>				1	
<b>Grade</b>	3	<b>Subject</b>	Science		
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>					
<b>Science</b>					
<b>GSE S3L2.</b> Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment					
<b>TAG Standards</b>					
<b>Advanced Communication Skills (ACS) Elements</b>					
2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.					
4. The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.					
<b>Advanced Research Skills (ARS) Elements</b>					
1. The student uses a variety of print and non-print resources to investigate a topic of interest.					
6. The student develops and uses systematic procedures for recording and organizing information.					
<b>Creative Thinking &amp; Problem Solving Skills (CPS) Elements</b>					
2. The student designs, applies, evaluates, and adapts a variety of innovative strategies to when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).					
3. The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.					
4. The student demonstrates skills in fluency and flexibility to solve problems or create new products.					
<b>Enduring Understanding</b>					
<b><i>The Student Should Be Able to Do:</i></b>					
1. Produces written that manipulates language.					
2. Uses a variety of print and non-print resources to investigate a topic of interest.					
3. Develops and uses systematic procedures for recording and organizing information.					
4. Conducts comparisons using criteria.					

## Essential Question(s)

What effect does animal endangerment and extinction have on our world and what can we do to stop it?

## Vocabulary

population, range, threats, ocean, coast, delta, mountain, plain

## Teacher Lesson Preparation

1. Put all items into OneNote

## Activating Strategy

1. **See, Think, Wonder:** This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. Students will view a picture of the changes that have occurred in the Indian River Lagoon.
2. **Building Background Knowledge:** Students will watch and gather information about the Indian River Lagoon  
<https://www.youtube.com/watch?v=kfoxMQ3uJaE>
3. **Students will compare this to the Red Tide currently in the Gulf of Mexico.**  
<https://www.dogonews.com/2018/8/28/toxic-red-tide-plagues-floridas-gulf-coast>  
<https://www.nationalgeographic.com/environment/2018/08/news-longest-red-tide-wildlife-deaths-marine-life-toxins/>  
<http://myfwc.com/research/redtide/faq/>

## Instructional Sequence and Activities Including Use of Technology

4. **Color, Symbol, Image Routine:** Go through the Color, Symbol, Image Introduction PPT Display PowerPoint (taken from <http://creative.news-journalonline.com/troubledwater/> ) Read together as a class make notes about 4 ways pollution enters the Indian River Lagoon and provide a brief description. When finished, use the 4 ways pollution enters the Indian River Lagoon to complete the following:
  - Create a color that you feel best represents or captures the essence of that idea.
  - Create a symbol (think logos for your school, Appalachian Trail, FedEx, or World Wildlife Foundations) that you feel best represents or captures the essence of that idea.
  - Create an image (picture or photograph) that you feel best represents or captures the essence of that idea.
5. **Political Cartoons:** Students will use the political cartoon analysis worksheet to design a thoughtful cartoon.

## Assessment Strategies

6. **Museum Walk/Share:** Tell why you choose that color as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image or political cartoon.

## Differentiation

Student groupings will vary throughout the lesson

**Materials/Links/Text References/Resources**

- See, Think, Wonder
- Internet
- Color, Symbol, Image Introduction PPT
- CSI Worksheet
- Cartoon Analysis Worksheet

<b>Unit Name</b>		Money Matters (Lessons 7)	
<b>Lesson Name</b>		Car Loan	
<b>Time Needed (Hours/Days)</b>			1
<b>Grade</b>	4	<b>Subject</b>	Social Studies
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<p><b>Social Studies GSE</b>  <b>SS4E2</b> Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p><b>Advanced Communication Skills (ACS) Elements</b></p> <ol style="list-style-type: none"> <li>1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.</li> <li>2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.</li> <li>9. The student maintains a journal or log for self-reflection and/or self-evaluation.</li> <li>10. The student supports and defends his/her own opinions while respecting the opinions of others.</li> </ol> <p><b>Higher Order Critical Thinking Skills (HO/CTS) Elements</b></p> <ol style="list-style-type: none"> <li>1. The student asks probing, insightful, and relevant questions.</li> <li>2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.</li> <li>3. The student conducts comparisons using criteria.</li> <li>4. The student makes and evaluates decisions using criteria.</li> <li>5. The student predicts probable consequences of decisions.</li> <li>11. The student draws conclusions based upon relevant information while discarding irrelevant information.</li> </ol>			
<b>Enduring Understanding</b>			
<p><b>The students will know:</b></p> <ul style="list-style-type: none"> <li>• Opportunity cost is highest-valued alternative given up when a choice is made.</li> </ul> <p><b>The students will understand:</b></p> <ul style="list-style-type: none"> <li>• Making choices is necessary because they can't have everything they want and making a choice to save means choosing not to buy something you want now in order to have in the future</li> </ul> <p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Engage in conversations about investing, the stock market and opportunity cost</li> <li>• Research and select a stock based on the research</li> </ul>			
<b>Essential Question(s)</b>			
How does human capital affect income? How does investing in the stock market differ from saving?			

## Teacher Lesson Preparation

Put Lessons, handouts, personalized learning in OneNote

## Vocabulary

capital

## Activating Strategy

1. This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. Students will look at a 10 year chat of the DJI (using class list insure all students share over 3 week period).

## Instructional Sequence and Activities Including Use of Technology

2. **Interactive:** Launch the Personal Finance 101 [Chat How to Get A Car Loan](#) as a review of concepts discussed during the play.
3. **A Loan at Last (Adapted from the Federal Reserve Bank of Kansas City)**  
Ask students to raise their hands if they would like to own a car once they get their driver's licenses. Call on a few volunteers to share which make/model of car they would choose to buy. Explain that most car buyers don't have enough money to make this purchase, so taking out a loan from a bank, credit union or car dealer is necessary. Tell them that this process includes the following steps:
  - Applying for the loan through a financial institution
  - Undergoing a credit check to see if they (or their parents) have good credit
  - Receiving approval of the loan, which includes interest added for use of the money
  - Determining a schedule to pay back the loan
  - Budgeting money, usually monthly, for their payment until the loan is paid off.
4. **Role Playing Skit:** Tell students that they will learn more about the loan process through participating in the role play about a teenager buying his first car. Distribute copies of Handout 1, A Loan at Last script (see pdf) to each student. Ask them to read through the script and decide if they would like to play a character in the presentation. Assign script roles and act out the role play. When finished, check students' knowledge of the financial concepts discussed by asking the following questions:
  - Why do financial institutions charge interest on loans?  
(Answers will vary, but could include that these institutions use this extra money, or profit, for bank operations.)
  - What does it mean to be credit worthy?  
(Answers will vary, but could include that credit worthy consumers have developed a good credit history by making payments on time, which leads to a good report from the credit bureau.)
  - What does APR mean?  
(Annual percentage rate, which is the loan interest rate plus fees for money usage.)
  - Why is budgeting an important part of the loan process?  
(Answers will vary, but could include that budgeting for a car payment monthly keeps the owner on track to successfully pay off the loan on time.)
5. **Cards-Cars-and-Currency:**

- a. **Display slide 2:** one economy car, one moderately priced car and one luxury car. Do not mention the price of each car. Call on various students, asking which of the cars they would like to buy and why.
  - b. After the students have made their choices, explain that there are many factors to consider when buying a car. Tell the students that prospective car buyers are often asked if they can make the monthly payment when they consider buying a car. Explain that the monthly payment is not all that is important when buying a car. Another factor to consider is the price of the car.
  - c. **Display slide 3:** Provide the following estimated price for each car:
    - Economy car: \$17,000
    - Moderately priced car: \$24,000
    - Luxury car: \$55,000
  - d. Ask the students to think about paying for the car they chose. Explain that most people cannot afford to pay the full price of a car at the time they purchase the car. Most people finance a car—they borrow the money to pay for the car—over many months and make a monthly payment.
  - e. **Display slide 4:** Explain that financing is often obtained through the dealership that sells the car. This means the buyer signs a contract with the dealership. Define **contract** as an exchange, promise or agreement between parties that is enforceable by law. Under the terms of a financing contract, a car buyer agrees to pay the amount financed, at an agreed-upon interest rate, for the length of the contract. One advantage of dealer financing is that sometimes the dealership offers manufacturer promotions and incentives for purchases.
  - f. Explain that a consumer's **net pay** is the amount received after all deductions have been subtracted from a paycheck. Discuss types of payroll deductions, such as Social Security tax, Medicare tax, income tax and other optional deductions such as insurance premiums. Point out that **gross pay** is the amount earned before any taxes or other deductions are subtracted and that net pay can be much less than the gross pay. Income available to purchase a car can be reduced further when monthly payments such as credit card payments and home equity loans are subtracted.
  - g. **Display slide 5:** Point out that, according to GMAC Financial Services, generally a vehicle payment should be no more than 20 percent of a car-buyer's net pay after first subtracting monthly payments such as credit cards and home equity loans.
  - h. Returning to the example of the three types of cars and tell the class to consider that each car is available through a loan with an interest rate of 8 percent, for a 48-month term. Based on this information, write the following estimated monthly payments for each model on the chalkboard:
    - Economy car: \$415
    - Moderately priced car: \$586
    - a. • Luxury car: \$1,343
    - b. Display slide Returning to the example of the three types of cars and tell the class to consider that each car is available through a loan with an interest rate of 8 percent, for a 48-month term. Based on this information, write the following estimated monthly payments for each model on the chalkboard:
      - Economy car: \$415
      - Moderately priced car: \$586
      - Luxury car: \$1,343
  - i. Discuss the fact that choosing and buying a car requires a decision-making process. People must first decide if they can afford to pay for a car. This entails identifying all expenses associated with buying a car and determining whether they can afford those expenses.
  - j. Ask the students what the phrase "living within your means" has to do with car buying. (*"Living within your means" implies keeping your expenses below your income. Expenses often include a car payment.*)
6. Have students determine their take-home paycheck by using the "Take-Home-Paycheck-Calculator". Then have them deduct their monthly mortgage (including interest). They will then determine how much they can afford to pay for a car each month.
  7. Have students go to [autotrader.com](http://autotrader.com) and find a car.

**Assessment Strategies**

8. **Reflection:** Now that you have gone through this exercise, if you were in the market for a car or truck, which option would you choose: buying new or used? Explain how this choice will benefit you financially in the future.

**Differentiation** Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Students will choose their own home in a city, state of their choice
- Students will have a list of brainteaser items to work on if they complete their work earlier than the other groups.

**Materials/Links/Text References/Resources**

Attached and Listed above.

<b>Unit Name</b>	Stock Market-Day 7		
<b>Lesson Name</b>	The Stock Market Crash (Metaphorical Expression)		
<b>Time Needed (Hours/Days)</b>	1 Day		
<b>Grade</b>	5th	<b>Subject</b>	Social Studies
<b>Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards</b>			
<p><b>Social Studies GSE</b>  <b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b>  a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.</p> <p><b>TAG</b>  <b>Higher Order Critical Thinking Skills Standard: Gifted students will develop and practice higher order and critical thinking skills in an area of study.</b></p> <p><b>Higher Order Critical Thinking Skills (HO/CTS) Elements</b>  3. The student conducts comparisons using criteria.  6. The student extrapolates verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships.  11. The student draws conclusions based upon relevant information while discarding irrelevant information.</p> <p><b>Advanced Communication Skills Standard: Gifted students will develop advanced communication skills that incorporate new techniques, materials, and formats in the development of products that will be shared with real audiences.</b></p> <p><b>Advanced Communication Skills (ACS) Elements</b>  1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.  2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.  3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.  5. <i>The student applies interviewing techniques for a variety of purposes.</i></p>			
<b>Enduring Understanding</b>			
<p><b>The Student Should Know:</b>  The causes of the Stock Market Crash and how the crash helped lead to the Great Depression.</p>			
<b>Essential Question(s)</b>			
<p>How can we learn to economize and make better decisions?  <b>Question of the Day:</b> What is the Stock Market Crash?</p>			
<b>Teacher Lesson Preparation</b>			
<ul style="list-style-type: none"> <li>See Materials/Text References/Resources</li> </ul>			
<b>Activating Strategy</b>			

1. **Hook:** Students will participate in a Carousel Brainstorming Activity. Students will inspect the question posed at each station, develop/record all ideas, and rotate to expand ideas at another station.

- How is a dollar like your best friend?
- If you were a rock where would you be found? What does that reveal about you?
- How would it feel to be a pet goldfish in a child's room?
- What are some things that are both found and missing?
- Produce as many ideas as you can for cruel kindness and awful good.

#### **Instructional Sequence and Activities Including Use of Technology**

2. **Metaphorical Expression Lesson:** Direct Analogy: Students will analogize the Stock Market Crash to a Teacher. Individually, record how they are alike and different using the visual organizer.

3. **Personal Analogy:** Candidates will analogize themselves to the Stock Market Crash. Individually record the answers to the following questions:

- Describe where you live and what it is like there?
- What was your life like before the Stock Market Crash?
- How would you describe your life after the Stock Market Crash?
- Can you predict what your life will be like 10 years after the Stock Market Crash?

4. **Compressed Conflict:** Candidates will brainstorm antonyms of the Stock Market Crash in order to create compressed conflict phrases.

Students will write a story, poem, or song in the first person about their life as a Dodo Bird.

#### **Assessment Strategies**

5. **Ticket-Out-The-Door:** Students will describe how life would be different today if there had not been a Stock Market Crash and the FDIC was not created?  
**If a student has a family member that was alive during the Stock Market Crash, have the student interview them for homework.**

**Differentiation** Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Students will have a choice of brainteaser activities if they complete their work ahead of others.

#### **Materials/Text References/Resources**

- Carousel Brainstorming Activity
- 1929 Stock Market Crash
- Direct Analogy
- Personal Analogy
- Compressed Conflict Analogy
- Ticket-Out-the-Door