TAG Lessons for 11/2/2020-11/6/2020

1st Grade

Lesson Plan Template	Lesson 1		
TAG Strategy in this Lesson	Inductive Reasoning		
Unit Name	Zoo-ology		
Lesson Name	What is a Zoo	**Time Needed (Hours/Days)**	1 Day
Grade	K & 1	**Subject**	Science & Social Studies

STANDARDS/ELEMENTS CCGPS, GPS/GSE (where applicable) and TAG Standards

Life Science
S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.
c. Design a solution to ensure that a plant or animal has all its needs met.

Economic Understandings
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.

TAG ACS
- Respond to contributions of others, considering all available information.
- Participate in small group discussions to argue persuasively or reinforce others' good points.
- Maintain a journal or log for self-reflection and/or self-evaluation.
- Support and defend one's own opinions while respecting the opinions of others.

TAG HOT
- Ask probing, insightful, and relevant questions.
- Separate one's own point of view from that of others.
- Distinguish between assumptions, inferences, and conclusions.

Enduring Understanding

Students will be able to:

- Compare zoos of yesterday to zoos of today.

Essential Question(s) or I Can Statements

I can explain what zoos do and why they are so important

I Can of the day:

I can explain the most interesting similarity and difference I learned today about Zoo Atlanta THEN and Zoo Atlanta NOW.

Teacher Lesson Preparation

Put all items into OneNote

Activating Strategy

Inquiry Strategy:

Have desks in groups of 3 and one picture for each group on desks before students come. Tell students we are going to do an inquiry lesson to help us learn more about our unit…this is a lesson that helps us learn to ask good questions.

Tell students this is a picture that will teach us about the history of our next TAG unit. Students are going to join an Inquiry Team (questioning team) to learn more about this picture. Their goal is to find out what the picture is and why this picture is important to us. Students will look at the picture with their team closely and discuss what they think the picture is and why this picture is important to us.

Students will make an assumption about the picture. (something that is believed to be true without proof)
Students will use the rules of brainstorming to help in this inquiry lesson. (Say everything, do not criticize, piggyback and wild and crazy ideas are ok.) They will write down ALL assumptions on your paper. Then record groups' BEST assumption.

Each inquiry Team will now use the Inquiry Strategy. In this strategy, they will write down "yes" and "no" questions that will help them determine if their assumption is correct. Give this example: "If this was a picture of a car, questions you could ask are, is it a form of transportation, do people drive it, etc. You cannot ask, is it a car.

Students will write the yes/no questions for round 1. Give students time to develop questions (8 minutes or so).

Give each team a chance to ask questions. They will circle YES or NO on their paper to help them remember. Also, there is a notes section where they can record what they learn from other groups. Students must listen to what the other teams are asking. Listening to other groups will help them ask better questions next round.

After the first round, think about what you have learned about the picture. Students will decide if they still believe their assumption is correct. If not, they can make a new assumption.

Students will do same thing for round 2 and round 3 (if needed)

Students will use all the information and evidence they have learned to write their inference (assumption based on face and evidence). Lead them in the right direction towards the end…. Ask things like… What does this have to do with a zoo? I am hoping they can come up with animals were in cages and how we have changed to better natural habitats but you may have to ask things like What does this have to do with Atlanta? Etc……..

Students will turn in papers then share their guesses.

Instructional Sequence and Activities Including Use of Technology

1. Read the following to explain the picture and why it is important.

<u>Now I will share the conclusion.</u> There is a powerpoint that goes with the conclusion attached.

The picture is a traveling circus. It is important because this is how ZOO Atlanta started and we are going to be learning about zoos and why they are important. In March 1889, a traveling circus was heading to Marietta, Ga. It stopped just south of its destination when cash flow problems forced its owner into bankruptcy. (This is a good time to review scarcity. What was scarce and what was the opportunity cost?) Left in their cages by circus employees, the animals (a jaguar, a hyena, a black bear, a raccoon, an elk, a gazelle, a Mexican hog, lionesses, pumas, camels and snakes) began to draw crowds of curious onlookers. Two weeks later, a businessman purchased the collection of animals at public auction and donated the animals to the city of Atlanta. City leaders relocated them to Grant Park. Atlanta's first zoo opened to the public that April.

The community began to be a huge part in the zoo. Citizens donated animals and Atlanta newspapers wrote about new animals and helped organize fund raisers to help pay for the animals. The largest purchase was Clio, the Zoo's first elephant, in 1890. Forty years later, Asa Candler donated his large animal collection that he kept in his yard. (Ask them to think about this one. A zoo in their backyard. Why would this be a problem?) Candler's neighbors were frustrated with the animals because they were noisy, smelled and occasionally escaped off the property. The new zoo animals included elephants, leopards, water buffalo, elk, zebra, birds, a hyena, a sea lion and a tiger. (all of which were in his yard). If you want to bring in a discussion on elephants in the circus. Now is the time. There is a lot of information on the reserves that have been created for the elephants who are no longer in the circus.

By the 1950s, biologists and zoo directors began discussing the importance of changing the animal cages to a more natural home. They started making changes. Also during this time an infant gorilla "Willie B." joined the zoo.

In 1970, a group of citizens came together to raise awareness of the Zoo's education, conservation and research efforts. They wanted people to know that the zoo did a lot more than just house animals. The zoo had always been free but began charging admission to help teach the public about the zoo and make improvements to the zoo.

In 1985 the new name – Zoo Atlanta was created. New animals and habitats were developed including Flamingo Plaza and the Wildlife Theater. The Ford African Rain Forest opened in 1988. This forest allowed the 30-year-old Willie B to explore outside for the first time. New natural habitats continued to develop for the elephants, black rhinos, and Sumatran tigers. Eventually pandas came.

Zoo Atlanta started as a picnic stop where people gawked at wild animals in cages and turned into an organization seeking to teach the public about its animals and work for the preserve the animals' natural homes in the wild, educate young people, raise awareness of the natural world and create empathy for animals.

2. Pretest- Students will take the Zoo pretest to see what they already know about zoos.

3. Pretest – Students will complete the Map pretest. They must know the continents and oceans on earth before we begin our research. This will help when we are talking about where animals are located. If time, use the attached PowerPoint that has maps of where they live. You will want to edit the map for your city.

4. We are going to open The NEW Zoo in May 2050. To open our future zoo, we need to learn what a zoo does. We need to learn about the different types of zoos. We need to think about how zoos are going to change for the better.

Students can go to www.zooatlanta.org and read through the history of the zoo. The site has different pages for different time periods and has pictures to show how animals were kept. They can also look through pictures and information about the zoo today. **Students will add at least two similarities and two differences between the zoo today and the zoo of the past to share with the class.**

5. Place each letter of SCAMPER and the activity around the room. Cheap plastic 8x10 frames work well. Use poster size paper in each station for students to record responses. Students will rotate around the room to respond to all the SCAMPER questions. When everyone has completed all activities give students 5 minutes to rotate around and read some of the responses. Come back together as a class and have students share what they thought was interesting.

SUBSTITUTE – What if the traveling circus was traveling with farm animals instead of circus animals?

COMBINE – What two animals that were in the traveling circus could be combined to create a new animal? Describe the animal.

ADAPT – How would the story of Zoo Atlanta be different if the circus did not run out of money?

MODIFY – How would the story have been different if the owners would have let the animals out instead of leaving them in cages?

PUT TO A NEW USE- How would the story change if people had no interest in animals?

ELIMINATE – How would Zoo Atlanta have started if there was no such thing as a traveling circus?

REARRANGE/REVERSE – What if the roles were reversed and people were in the cages and the animals were the ones who left them?

Assessment Strategies

Student will complete the I Can Reflection before leaving the room to show understanding

Differentiation

Students will be able to

Materials/Links/Text References/Resources
Links are in the lesson.

2nd Grade

Lesson Plan Template	Lesson 1		
TAG Strategy in this Lesson	Carousel Brainstorming & Inquiry		
Unit Name	What's the Matter in the Kitchen? Cooking CheMystery		
Lesson Name	The Tongue- The Uncharted Territory	**Time Needed (Hours/Days)**	1 Day
Grade	2	**Subject**	Science

STANDARDS/ELEMENTS CCGPS, GPS/GSE (where applicable) and TAG Standards

Science GSE:

S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.

a. Ask questions to describe and classify different objects according to their physical properties

TAG Standards

Advanced Research Skills

ARS.1- The student uses a variety of print and non-print resources to investigate a topic of interest.

ARS.2 - The student formulates original and appropriate questions to test the limits of an existing body of knowledge.

ARS.3 - The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data.

ARS.4 - The student selects appropriate research tools and methodologies (e.g., historical, descriptive, developmental, case, field, correlation, action, survey, interview) to conduct scientific investigations.

ARS.5 - The student gathers, organizes, analyzes, and synthesizes data from multiple sources to support or disprove a hypothesis**.**

ARS.6 - The student develops and uses systematic procedures for recording and organizing information**.**

ARS.7 - The student evaluates research methodologies and data to detect validity, bias, reliability, and applicability to real-world problems and/or solutions.

ARS.8 - The student allows for and accepts alternative interpretations of data.

Creative Problem Solving

CPS.7-The student uses analogies, metaphors, and/or models to explain complex concepts.

Advanced Communication Skills

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

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

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

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

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

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

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

ACS.8 - The student participates in small group discussions to argue persuasively or reinforce others' good points.

ACS.9 - The student maintains a journal or log for self-reflection and/or self-evaluation.

Enduring Understanding

The Students Will Know:

1. **The different states of matter and the scientific method.**

The Students Will Understand:

1. **The chemistry behind various foods.**

The Students Will Be Able to Do:

1. **Various experiments using the scientific method.**

Essential Question(s)

What are the many uses of the tongue and why are these muscles so important in our everyday lives?

Vocabulary

Tongue, taste buds (papilla), sweet, salty, sour, bitter, umami

Teacher Lesson Preparation

Put lesson and worksheets into OneNote

Place the following questions on chart paper around the classroom:

1. What can you cook?
2. How is a tongue like binoculars?
3. What is something that changes when you cook it?
4. What do you know about science and what do you want to know about science?
5. Our next unit is called "What is the matter in the kitchen". There is a play on words. What is a play on

words and what do you think the title means? You will also hear me use the title: CheMystery (Inquiry) What do you think this means? Play on words

Activating Strategy

1. See, Think, Wonder
2. Have you noticed how many cooking shows are on TV? (name a few) How many cookbooks do your parents have? (sharing) Why is food so important? (nourish our bodies, taste good, energy, etc).. To most people, taste is an important part of eating. We eat to maintain good health and put back into our body some of the nutrients that we have lost. People also eat because food tastes good. What do we call the process that changes food into the energy our bodies need? Where does digestion start? Explain the importance of the tongue.
   https://www.youtube.com/watch?v=0hwOL91cjwM

Instructional Sequence and Activities Including Use of Technology

1. **Say or write the Inquiry Word**. The teacher will ask students to create questions using the word TONGUE? Students will record their responses on https://padlet.com/aga4/g7c43xvhboni
2. **Carousel Brainstorming Strategy--** For the carousel activity you need to first write the questions below on chart paper and hang them around the room. Place them far enough apart where groups will not bump into each other.
   a. What can you cook?
   b. How is a tongue like binoculars?
   c. What is something that changes when you cook it?
   d. What do you know about science and what do you want to know about science?
   e. Our next unit is called "What is the matter in the kitchen". There is a play on words. What is a play on words and what do you think the title means? You will also hear me use the title: CheMystery (Inquiry) What do you think this means? Play on words
3. Read “The Tongue” aloud and discuss.
4. **Tongue Stations**

   Station One: Tasty Visions

   Materials:
   - 3 different flavored sodas, 1 unflavored, clear soda
   - Cups
   - Food Color

   Get three different flavored sodas (fruity/colorful ones such as lemon, grape, cherry, etc.). These sodas should also be different colors. Also get one unflavored, clear soda (such as, club soda or seltzer water). Add a few drops of food coloring to the unflavored, clear soda (orange works well). This will make it LOOK like orange soda, but of course, it will NOT have any taste. Pour the five drinks into different cups for taste testers. Ask students to tell you what each drink tastes like.

   Station Two: No Saliva … No Problem?

   Materials:

   - Food items - sugar, salt, crackers and other dry food
   - Clean paper towels
   - Water (for rinsing in between tests)

   In order for food to have taste, chemicals from the food must first dissolve in saliva. Once dissolved, the chemicals can be detected by receptors on taste buds. Therefore, if there is no saliva, you should not be able to taste anything. To test this

theory, dry your tongue with a clean paper towel. Once your tongue is dry, try tasting a few samples of salt, sugar or other dry foods. Rinse your mouth and dry your tongue after each test.

Station Three: The Nose Knows

Materials:

- Apple and pear slices
- Blindfold

The nose is responsible for part of the flavor of food. To demonstrate this, blindfold a person and have that person hold their nose. Give them something to taste such as a pear or apple slice. Can they tell the difference between the pear and the apple? Try to distinguish the pear slice from the apple slice.

Station Four: Test Your Taste buds

Materials:

- Food coloring
- Cotton buds
- Reinforcement rings for hole-punched paper
- Magnifying glass

This is what you need to do:

1. Using a cotton bud, swab some food coloring on to the tip of your tongue
2. Place a reinforcement ring on your tongue
3. Count the pink dots within the reinforcement ring. This may be easier with a magnifying glass

The pink dots are your fungiform papillae. They don't take up the food coloring. These papillae are the tiny bumps on your tongue that house your taste buds. The more papillae you have, the more taste buds you have and the more sensitive to taste you are. On average, non-tasters have fewer than 15 papillae in that area, while supertasters have over 30.

Summarize

Discuss answers- the very tip of the tongue is sweet (sugar), the front of the tongue is salty (salt), the back of the tongue is bitter (cocoa) and the sides of the tongue are sour (lemon juice).

Ask - What did you learn from this experiment? How will this change the way you eat your Brussel Sprouts?

Assessment Strategies

Oral discussion

Question of the Day Sheet

Differentiation

- Chunk text to simplify reading (The Tongue)
- Journal writing

Materials/Links/Text References/Resources

Links in lesson

Materials for taste lab

3rd Grade

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TAG Strategy in this Lesson	Carousel Brainstorming & Inquiry		
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Lesson Name	The Tongue- The Uncharted Territory	**Time Needed (Hours/Days)**	1 Day
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Summarize

Discuss answers- the very tip of the tongue is sweet (sugar), the front of the tongue is salty (salt), the back of the tongue is bitter (cocoa) and the sides of the tongue are sour (lemon juice).
Ask - What did you learn from this experiment? How will this change the way you eat your Brussel Sprouts?

Assessment Strategies

Oral discussion
Question of the Day Sheet

Differentiation
•Chunk text to simplify reading (The Tongue) •Journal writing
Materials/Links/Text References/Resources
Links in lesson Materials for taste lab

Lesson Plan Template	Lesson 1		
TAG Strategy in this Lesson	Introduction (Decision-Making Lesson)		
Unit Name	Camp Interdependence		
Lesson Name	What Should We Do With Two Million Acres?	**Time Needed (Hours/Days)**	1 Day
Grades	4	**Subject**	Science

STANDARDS/ELEMENTS CCGPS, GPS/GSE (where applicable) and TAG Standards

SS4G1 Locate important physical and man-made features in the United States. a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

SS4G2 Describe how physical systems affect human systems. a. Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit. b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861..

Advanced Communication Skills Standard:

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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.

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.

8. The student participates in small group discussions to argue persuasively or reinforce others' good points.

9. The student maintains a journal or log for self-reflection and/or self-evaluation.

10. The student supports and defends his/her own opinions while respecting the opinions of others.

Advanced Research Skills

Advanced Research Skills Standard:

1. The student uses a variety of print and non-print resources to investigate a topic of interest.

4. The student selects appropriate research tools and methodologies (e.g., historical, descriptive, developmental, case, field, correlation, action, survey, interview) to conduct scientific investigations.

5. The student gathers, organizes, analyzes, and synthesizes data from multiple sources to support or disprove a hypothesis.

6. The student develops and uses systematic procedures for recording and organizing information.

7. The student evaluates research methodologies and data to detect validity, bias, reliability, and applicability to real-world problems and/or solutions.

8. The student allows for and accepts alternative interpretations of data.

10. The student defends research findings in a presentation or exhibit

11. The student applies ethical standards to research and analyses.

Enduring Understanding

Interdependence exists amongst all living things.

The student will:

Know

- The location of major physical features of the United States.

Understand

- The National Park Service preserves unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations.

Do

- Offer reasons for findings and consider reasons suggested by others.

- Observe and describe how parts influence one another in things with many parts.
- Support statements with facts found in books, articles, and databases, and identify the sources used.
- Gain an awareness of the National Park Service as a unit of the United States Department of the Interior.

Essential Question(s)

What does it mean to be interdependent?

What are some examples of interdependent relationships?

Teacher Lesson Preparation

Decide what "Camper's Games" you would want to use for this lesson (board games, interactive games, etc.)...here is a website to use as well: http://www.ultimatecampresource.com/site/camp-activities/camp-games.html

Make copies of DM activities

Ensure you have enough laptops/ipads for students

Scissors, markers, poster board, crayons, colored pencils

Complete Unit 1 Performance Assessment

1. Students will complete sharing their "Money Matters" presentations.

Activating Strategy

Camper's Log (Journal entry):

2. See, Think, Wonder

3. ***Pre-lesson*:** What does it mean to depend on someone or something? What does it mean to be independent? To be interdependent? Discuss student responses and generate a classroom definition of interdependence.

1: not dependent: such as

A (1): not subject to control by others **:** SELF-GOVERNING
(2): not affiliated with a larger controlling unitan *independent* bookstore
b(1): not requiring or relying on something else **:** not contingentan *independent* conclusion

(2): not looking to others for one's opinions or for guidance in conduct
(3): not bound by or committed to a political party
c(1): not requiring or relying on others (as for care or livelihood)*independent* of her parents
(2): being enough to free one from the necessity of working for a livinga person of *independent* means
d: showing a desire for freedoman *independent* manner
e(1): not determined by or capable of being deduced or derived from or expressed in terms of members (such as axioms or equations) of the set under consideration*especially* **:** having linear independencean *independent* set of vectors
(2): having the property that the joint probability (as of events or samples) or the joint probability density function (as of random variables) equals the product of the probabilities or probability density functions of separate occurrence

From <https://www.merriam-webster.com/dictionary/independent>

Interdependence: the state of being dependent upon one another **:** mutual dependence

From <https://www.merriam-webster.com/dictionary/interdependence>

Group Initiative Games:
http://www.ultimatecampresource.com/site/camp-activity/traffic-jam.html
http://www.ultimatecampresource.com/site/camp-activity/speed-pass.html

http://www.ultimatecampresource.com/site/camp-activity/all-together.html

http://www.ultimatecampresource.com/site/camp-activity/hula-hoop-pass.html

http://www.ultimatecampresource.com/site/camp-activity/human-knot.html

After team initiatives: What did you learn about interdependence by playing the games? How will you apply this knowledge to the TAG classroom? Discuss student responses.

After decision-making lesson: How does the creation of a National Park System illustrate the concept of interdependence? What interdependent relationships might you observe in a National Park?

Instructional Sequence and Activities Including Use of Technology

4. Organize your students into "cabins" of no more than four students. These will be the students' work groups for the duration of the unit.

5. Allow teams time to come up with a name and a mascot for their group.

6. Team Initiatives: What's one of the best parts of camp? The games! Play as many or as few of the following games (see attached sheet) as you like to illustrate the concept of interdependence.

http://www.ultimatecampresource.com/site/camp-activity/traffic-jam.html
http://www.ultimatecampresource.com/site/camp-activity/speed-pass.html

http://www.ultimatecampresource.com/site/camp-activity/all-together.html

http://www.ultimatecampresource.com/site/camp-activity/hula-hoop-pass.html

http://www.ultimatecampresource.com/site/camp-activity/human-knot.html

7. Decision-Making Lesson: What should we do with two million acres?
8. Provide task handout and rubric to students and review with them. Answer any questions the students have about what is expected.
9. Distribute fact sheets about Mr. Wealthy's property to student teams
10. Allow students time to read the sheets and highlight important information with their teams.
11. Distribute "Recommendations for Property" sheet and allow students time to read.
12. Allow students time to work with their groups to take notes on the "Recommendations for Property Data Collection Sheet".
13. Allow students time to work with their groups to complete the "Consequences of Recommendations" graphic organizer.
14. Allow students time to work with their teams to make an initial decision regarding which recommendation they would make for the property.
15. Allow students to share their choice as well as the rationale for their choice with the class.
16. As a whole class, generate a list of criteria by which to judge a recommendation for the property.
17. Allow students time to work with their teams to rank the five most important criteria by which to judge a recommendation for the property. These can come from the list the class generated, or may be other criteria identified by student teams.
18. Instruct students to work with their teams to use their knowledge of Mr. Wealthy's property, the recommendations available to make for the property, the effects of the recommendations, and the criteria they identified as important to make a final decision about what they will recommend should be done with Mr. Wealthy's property.

19. Allow students time to work with their teams to make a poster to share their choice. Remind them that their poster should clearly communicate their recommendation as well as supporting evidence that their recommendation represents the best choice as to what should be done with the property.
20. Students present.
21. Tell students that the piece of property they have been discussing is actually Yellowstone National Park.
22. Allow students to view National Parks: Yellowstone National Park from DiscoveryChannel at https://app.discoveryeducation.com/learn/videos/7c72cda2-fdeb-4225-9236-5be027c82f89?hasLocalHost=false . This video allows students to explore Yellowstone National Park, the first national park in the nation. With more than 2 million acres of rich cultural history and precious natural resources, Yellowstone is one of the largest national parks in the United States and one of the most geologically active places on Earth. Running time is 15:52.
23. Allow students to view *From Sea to Shining Sea*, an incredible four-minute flash presentation found at www.nps.gov – it's a can't miss!
24. Allow students time to begin their quest to become WebRangers at http://www.nps.gov/webrangers/. This is a project they can continue to work on throughout the unit. As a WebRanger, students will learn what Park Rangers do to help protect our natural resources and our cultural heritage. They will also learn how Park Rangers observe and discover new things about our National Parks.
25. Optional: Allow students to view The Soul of America, another four-minute flash presentation found at www.nps.gov
26. You may want the campers to bring in an oversized White T-shirt for them to design based on their cabin's name and mascot for next week including fabric markers or fabric paint

Assessment Strategies

27. Formative Assessment based on their "cabin's" decision on what to do with two million acres and poster design.

Differentiation

Students can begin working on website: https://www.nps.gov/webrangers/ to begin creating their own "Ranger Station" and working on the different activities once a "Ranger Station" has been completed. The goal of Webrangers is to complete all the activities to earn a badge from National Park Service throughout the unit.

Materials/Links/Text References/Resources

Attached work and information sheets, highlighters (one per student), poster board (one per group), art supplies

Lesson 1 Criteria Worksheet

Lesson 1 Consequences of Recommendation

http://wilderdom.com/games/IdeasSummerCampActivities.html

https://www.nps.gov/webrangers/

https://app.discoveryeducation.com/learn/videos/7c72cda2-fdeb-4225-9236-5be027c82f89?hasLocalHost=false

5th Grade

Lesson Plan Template	Lesson 1			
TAG Strategy in this Lesson	Compare/Contrast			
Unit Name	Changes in Georgia's Coast			
Lesson Name	Spotlight on GA's Lighthouses		**Time Needed (Hours/Days)**	1 Day
Grades	4 & 5	**Subject**	Social Studies	

STANDARDS/ELEMENTS CCGPS, GPS/GSE (where applicable) and TAG Standards

SS4H5 Explain the causes, major events, and consequences of the Civil War

c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.

e. Describe the effects of war on the North and South.

SS5G2 Explain the reasons for the spatial patterns of economic activities

a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas

b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas

Advanced Communication Skills

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

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

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

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

Advanced Research Skills

5. Gathers, organizes, analyzes, and synthesizes data from multiple sources to support or disprove a hypothesis.

6. Develops and uses systematic procedures for recording and organizing information.

Higher-Order and Critical Thinking Skills

2. Responds to questions with supporting information that reflects in-depth knowledge of a topic.

3. Conducts comparisons using criteria.

Enduring Understanding

Georgia's barrier islands protect the coastline. In the past, lighthouses on the islands provided safe passages around the islands to the mainland. They are now used as public attractions.

Essential Question(s) Clearly stated, Specific, Unambiguous, Detailed What should students know, understand, and can do when lesson is completed?

How has the use of lighthouses on Georgia's barrier islands changed over time?

Teacher Lesson Preparation

-Make copies of materials included on subsequent pages.

Activating Strategy Contains one of these in a well-developed, clearly explained format: related pre-assessment, motivating introductory activity (hook or mini-lesson), opportunity for students to link content to prior knowledge and interests, an advanced organizer, and/or clearly stated learning expectations using related focusing and guiding questions.

Begin by discussing students' past experiences traveling to the beach or the barrier islands. Display map. Create a KWL chart to activate prior knowledge about the GA coastline. Students will then take the pre-assessment. View one of the following video clips as a hook before beginning the lighthouse reading.

- Tybee Island Lighthouse - Savannah, Georgia - Travel Thru History https://youtu.be/EAAmlhqJhik
- Georgia Outdoors | The Lighthouse http://www.gpb.org/television/shows/georgia-outdoors/episode/9eea1fc9-d7b2-4011-adb0-9e50f0af7a23

Instructional Sequence and Activities Including Use of Technology Includes all essential aspects of strategy, demonstrating clear understanding of how to use the strategy. The procedures are well-scripted and very clear. Technology is utilized efficiently, seamlessly, and creatively.

1. Divide students into 4 groups. Hand out lighthouse reading to students. One fourth of students should receive reading on Tybee Lighthouse, one fourth on Cockspur Lighthouse, one-fourth on Little Cumberland, one-fourth on Sapelo Lighthouse.
2. Each student uses the graphic organizer to add information for their lighthouse based on the given criteria. Conference with students as they begin to read and complete their organizer.
3. As student finish, have students with the same lighthouse sit together so they can discuss and compare their notes based on the criteria. Let students add information based on each other's insight. Each group will select one individual to present the lighthouse information generated and recorded on their graphic organizer to the whole class. (Or use jigsaw groups for students to share information with other groups.

For example, one student from each lighthouse will form new groups. Each student will share information about their lighthouse in the new small group.)

4. After each group has presented the teacher will hand out the graphic organizer that has all information for each of the 4 lighthouses compiled on one organizer. (Or students can complete this in their jigsaw groups.)
5. As a class, discuss the following questions.
   - Did the lighthouses have any similar historical experiences? Were they effected by history, war, economy, weather, tragedy, and human error in any similar/different ways?
   - What big ideas about this history/culture of Georgia can we learn from "listening" to the stories the lighthouses tell? How are their stories similar? How are they different?
   - If you could be one of the lighthouses which one would you want to be? Why? Which lighthouse is your favorite?
6. Students choose 1 synthesis activity to complete.
   - Personify the lighthouse of your choosing. You are the lighthouse and you will write the story of your life. Describe how it felt when your base started to erode, a hurricane came through, your light keeper left you, the Union Army fired bombs over your head, you witnessed slavery, etc. Use Chatterpix to bring a short version (or the beginning) of your story to life.
   - Draw a picture of your lighthouse or create a 3D tag board model of your lighthouse. Take a picture with iPad. Use the thinglink app to insert videos of yourself explaining your history and what you have seen.
   - Create a lighthouse timeline. Synthesize significant information in regards to all lighthouses and add illustrations. Create a Power Point of Sway presentation of your timeline.
7. Pass out the tic-tac-toe choice board for the unit. As students finish working on their chosen synthesis activity, they may begin working on the choice board.

Assessment Strategies Assessment is these: aligned to the essential question(s), includes either informal or formal assessment of student learning, and any assessment tools or questions used are included.

-Pre-assessment

-Formative Assessment: Lighthouse Graphic Organizer

-Summative Assessment: Synthesis Activity

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.

-Flexible grouping for assigned reading

-Choice of synthesis activity

-Tic-Tac-Toe Choice Board

Materials/Links/Text References/Resources

-Included on subsequent pages

-Tybee Island Lighthouse - Savannah, Georgia - Travel Thru History https://youtu.be/EAAmlhqJhik

-Georgia Outdoors | The Lighthouse http://www.gpb.org/television/shows/georgia-outdoors/episode/9eea1fc9-d7b2-4011-adb0-9e50f0af7a23

-Kevin M. McCarthy. Georgia's Lighthouses and Historic Coastal Sites. Sarasota, Florida: Pineapple Press, Inc., 1998 (This book is an Atlanta Fulton Public Library book and it is available on Amazon.)