

Unit: My Place in History

Title of lesson: Defining History

Timeframe: 1 Day

Standards addressed:

NCSS: Standard 4.B

Alaska State Standards:

Standard A.7

Standard D.1

Social Studies Knowledge, Skills, Dispositions:

This lesson provides a baseline schema for student's understanding of history. Subsequent lessons in this unit will be building on this schema.

Communicate orally and in writing.

Self-monitor one's thinking process.

Learning objectives: At the completion of this lesson, students will:

* Have a developing concept of history

* Understand that they are an important part of history

Cooperative skills addressed:

Think, Pair, Share Activity (Kagan)

Materials needed:

Interactive Notebook

Paper/Pencils/Colors

Lesson Plan/Lesson Design

1. Prior assignment/preparation – Students should have the ability to write or draw, and should have created an Alaska folder/notebook prior to this assignment. Students should also have knowledge of the Think/Pair/Share cooperation activity.

2. Opening activity – Ask students to document (write or draw) what they believe history is. This is an individual activity and students should work on their own, as this piece will be used as a pre-assessment for the unit. Collect student work when complete.

3. Specific lesson design--

After collecting student pre-assessment data, gather students together and have students share their favorite memories from the Harry Potter movies. Tell students that they are sharing historical pieces of Harry Potter's life, and that in a few weeks they will be sharing historical pieces of their own life with other students in the class. List student responses on chart paper and discuss that the memories students are sharing all make up parts of Harry Potter's history. Pause throughout the discussion to ask students what is history and talk about the differences in how people view history. This is also a good opportunity to discuss the differences in our own individual histories, which are dependent on backgrounds, cultures, etc.

Read the book **What Do Historians Do?** written by Brenda Parks. Following the reading of the book, ask students to again think about what history is. Have them pair up with a partner, and allow 10 to 15 minutes for students to share discuss their ideas of history. When finished, pass out Alaskan journals and ask students to draw or write once more to show what history is.

Close the lesson by reminding students that they are making history right now, and will be throughout their entire lives.

4. Assessment --

The teacher will assess students based on their initial drawing/writing of "What is History" compared to their drawing/writing at the end of the group discussion. The pre-assessment that was collected at the beginning of class will be saved and added to the first page of the Alaska journal/notebook. Teacher will also assess students by observing during class and partner discussion. Additionally, at the end of the year, students will again be asked to document "What is history?", and a comparison will take place between initial thoughts and final thoughts.