

Project Clio Unit: My Place in History

Title of Lesson: A History of Last Week (lesson three)

Time Frame: One Week

Standards Addressed:

1. National Standard 4B
2. Alaska State Content Standards for History: B3, B4, D1

Social Studies Knowledge, Skills, Dispositions:

- o Journaling
- o Further developing a schema for history

Learning Objectives:

At the completion of this lesson, students will know and be able to:

- o Be able to use primary documents in talking about their personal histories.
- o Make personal decisions about what is meaningful in their personal histories.

Cooperative Skills Addressed:

- o Think, Pair, Share Activity (Kagan)

Materials Needed:

- o Each student should have their '**My Week's Journey**' home journal from previous week's homework
- o Chart paper for teacher's think aloud and for group sharing
- o Teacher's journal of previous week
- o Graphic Organizer called '**A History of Last Week**' for each student
- o Alaska/Anchorage Journals for each student

Prior to Lesson:

Students are expected to:

- o Complete '**My Week's Journey**' home journal for homework (with parent help). Students should have written 2-3 important events from each day the previous week.
- o Have completed prior lessons.

Teacher should:

- o Have completed a journal of the previous week's events. Silly & Nonsense things should be included as well as routine and the exciting.

Opening Activity:

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- o **Ask** students to bring their homework 'My Week's Journey' home journal and gather at the group area.
- o **Say:** "Think back to our discussion about history. Who would like to remind us one thing about what history is?"
- o **Remind** hesitant students of their brainstorming activity of when they thought of yesterday.
- o **Say:** "Today, we are going to think about the history of more than one day. Today we are going to think about the history of last week!"

Lesson:

- o **Begin** the lesson by 'thinking aloud' to the students-say: "What did I do last week? It seems so hard to remember all of the fun that I had last week. Perhaps I can look at my journal to remind me of the fun I had!"
- o **Discuss** some of the things that you did the previous week listed in your journal.
- o **Write** on the chart paper 'A History of Last Week.'
- o **Ask** the students to tell you some of their favorite things that you mentioned that you did with them last week. List these on the chart.
- o **After** you have a nice list, have students rate the most important events. Have them think about what things might be nice to write in a letter to your grandmother. What is of most worth?
- o **Next**, have students pair/share their week's events from their journals.
- o **Bring** students back together and share what events happened.
- o **Have** students pair/share about what things are of most worth in their week's journal.
- o **Bring** students back together and ask: "How do you decide what an important event is?" Discuss their answers.
- o **Say:** "Now it is time for you to think about your three most important events of last week. You will write these down on this organizer called '**A History of Last Week.**'"
- o **Have** students work on their organizers. Circulate and assess students' historical reasoning.
- o **Have** students paste their organizers called '**A History of Last Week**' in their Alaska/Anchorage Journals.

Assessment:

- o Students will be evaluated on their completion of their 'My Week's Journey' home journals and their selection of three important events. Use this for baseline data.
- o Observe students throughout the lesson to determine historical reasoning.