

Stories of Great People

A Closer Look at the Lives of Great Historical Figures

From discovering the Americas to fighting for civil rights, men and women throughout history have impacted the lives of those around them. *The Stories of Great People* Teacher Guide serves to fuel further exploration of the great people who have shaped our world. By using this guide, you have an opportunity to tap into high student interest while exposing students to broader social concepts.

By participating in these lessons, students will become aware of some of the ways influential historical figures have changed our society. These lessons will lead students to understand higher-level concepts, such as personal identity, cultural values, and social change.

The lesson plans in this guide are tailored for grades 4–6 and address various subjects, such as social studies, language arts, math, and science. Each lesson plan is designed to stand alone. As such, they do not need to be presented in sequential order. Helpful reproducible worksheets and rubrics appear at the end of the guide. The book titles referenced in this guide include:

Armstrong's Moon Rock

Mother Teresa's Alms Bowl

Cleopatra's Coin

Shakespeare's Quill

Columbus's Chart

Sitting Bull's Tomahawk

Leonardo's Palette

The Wright Brothers' Glider

Marco Polo's Silk Purse

*Martin Luther King Jr.'s
Microphone*

As students investigate the topics addressed in the guide and become more aware of the stories behind historical events, they will sharpen their critical thinking skills to work towards understanding key historical figures. We invite you to jump in and ask questions with your class as you have fun learning more about these great people.



National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p>A Picture of Me</p>	<p>Language Arts Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Social Studies The learner can describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity. The learner can identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives. The learner can identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.</p>
<p>Take Flight!</p>	<p>Science Students should develop abilities of technological design: identify appropriate problems for technological design, design a solution or product, implement a proposed design, evaluate complete technological designs or products, and communicate the process of technological design.</p> <p>Social Studies The learner can show through specific examples how science and technology have changed people's perceptions of the social and natural world. The learner can describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as conceptions of the universe.</p>
<p>Where Are You, Christopher Columbus?</p>	<p>Math Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>Social Studies The learner can create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. The learner can use appropriate resources, data sources, and geographic tools, such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.</p>
<p>Historian for a Day</p>	<p>Language Arts Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students read a wide range of print and nonprint texts to acquire new information.</p> <p>Social Studies The learner can identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and researching for causality.</p>

Lesson Plan Title	Correlation to National Standards
<p>And Justice for All</p>	<p>Social Studies</p> <p>The learner can practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.</p> <p>The learner can examine the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.</p> <p>The learner can identify and interpret sources and examples of the rights and responsibilities of citizens.</p>
<p>William Shakespeare, Take Two</p>	<p>Language Arts</p> <p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.</p> <p>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>Social Studies</p> <p>The learner can explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.</p>
<p>Going Once, Going Twice, Sold!</p>	<p>Math</p> <p>Students understand numbers, ways of representing numbers, relationships among numbers, and number systems. Students should develop understanding of history of science.</p> <p>Social Studies</p> <p>The learner can describe the relationship of price to supply and demand.</p> <p>The learner can describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.</p> <p>The learner can distinguish between needs and wants.</p>
<p>The First Americans</p>	<p>Language Arts</p> <p>Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States.</p> <p>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Social Studies</p> <p>The learner can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.</p>

For state specific educational standards, please visit <http://www.crabtreebooks.com/>.

Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
A Picture of Me	Art Language Arts Social Studies	<ul style="list-style-type: none"> • culture • personal identity
Take Flight!	Science Social Studies	<ul style="list-style-type: none"> • technological design • social effects of technology
Where Are You, Christopher Columbus?	Art Math Social Studies	<ul style="list-style-type: none"> • maps • Christopher Columbus • longitude and latitude
Historian for a Day	Language Arts Social Studies	<ul style="list-style-type: none"> • historical fiction • primary and secondary sources
And Justice for All	Language Arts Social Studies	<ul style="list-style-type: none"> • civil rights • the Constitution • debate
William Shakespeare, Take Two	Language Arts Social Studies	<ul style="list-style-type: none"> • plays • William Shakespeare
Going Once, Going Twice, Sold!	Economics Math Social Studies	<ul style="list-style-type: none"> • supply and demand • price • wants vs. needs
The First Americans	Language Arts Social Studies	<ul style="list-style-type: none"> • Native Americans • cultural differences

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
A Picture of Me	1–2 class periods	artifact culture personal identity	Evaluate each student’s work for creativity and understanding of the project’s objectives.
Take Flight!	2–3 class periods	aeronautical Apollo 11 glider invention	Assess each group’s invention for creativity and understanding of the lesson.
Where Are You, Christopher Columbus?	1–2 class periods	Christopher Columbus Hispaniola mariner voyage	Evaluate answers on the reproducible for accuracy. Review student maps for understanding and precision.
Historian for a Day	2–3 class periods	historical fiction primary source secondary source	Evaluate student stories for creativity and accuracy of information.
And Justice for All	1–2 class periods	Bill of Rights civil rights Constitution democracy Martin Luther King, Jr. segregation	Evaluate student debates for accuracy of information and cohesiveness of argument.
William Shakespeare, Take Two	2–3 class periods	scenes drama William Shakespeare	Assess each small group’s performance for originality and creativity.
Going Once, Going Twice, Sold!	1 class period	auction demand marketplace price production supply	Check reproducibles for understanding of lesson and completeness.
The First Americans	1–2 class periods	Hunkeshnee reservation tomahawk	Assess student reproducibles for accuracy of information.

A Picture of Me

A Lesson on Culture and Personal Identity

Content

Students will learn how artifacts represent aspects of human life. Students will then make personal connections to their individual cultures to create artifacts that collectively represent a slice of our modern society.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.

Social Studies

The learner can describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.

The learner can identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.

The learner can identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic



Spatial

Prerequisites

Have students read books from the *Stories of Great People* series, such as *Cleopatra's Coin*, *Leonardo's Palette*, *Mother Teresa's Alms Bowl*, or *Sitting Bull's Tomahawk*, before proceeding with the lesson. Also, students should be familiar with their cultural heritage and family traditions.

Materials

- *Stories of Great People* books
- whiteboard and markers
- modeling clay or drawing paper
- markers
- *A Picture of Me* reproducible

Instructional Procedure

Anticipatory Set

Before the day of this lesson, have students discuss their cultural heritage and family traditions with a family member. Ask them to take notes during the conversation and to bring those notes to class.

To begin the lesson, write the terms *culture*, *personal identity*, and *artifact* on the board. Ask students to provide a definition for each term. Discuss how the terms are related. Then have students share what they've discovered about their own heritage or family history using their notes. Ask the following question: *How does your heritage affect your everyday life?* Write student responses and examples on the board.

Class Discussion

List several items from Mr. Rummage's Knickknack Market on the board, such as Cleopatra's coin, Leonardo's palette, Mother Teresa's alms bowl, or Sitting Bull's tomahawk. Discuss with students the ways each artifact represents an aspect of a particular culture or society. Then have students think about items that represent their own culture. Write several ideas on the board. Compare the items listed by students to those in Mr. Rummage's Knickknack Market. Discuss how these artifacts have changed over time and what that tells us about modern-day society.

Objectives

The student will be able to...

- define *culture* and *personal identity*
- identify aspects of his or her own culture or ethnicity that influence personal identity
- work independently to create an artifact representing his or her personal identity

Activity

Distribute art supplies to students. Have students work independently to create an artifact that represents their personal identity. Students may either draw a picture of their artifact, or they may create the actual artifact using modeling clay. Each artifact should depict an aspect of the student's everyday life, cultural heritage, and family traditions. The artifacts should be visually appealing and creative.

Distribute the *A Picture of Me* reproducible to students. Go over the expectations of the project. Have students use the reproducible as a checklist before they complete the project.

Accommodations and Extensions

Have small, mixed-ability groups meet before starting on the project. Ask each group to brainstorm ideas for one another's artifacts. Encourage students to write these ideas down on paper.

As an extension, have students use online or library resources to investigate what life may have been like for their ancestors. Have students use a word processing program to write a short essay describing the events of a typical day for their ancestors.

Closure

Have students individually present their artifacts to the class. Ask students to discuss how their artifacts represent their personal identities and what they've learned about themselves.

Assessment

Use a version of the *A Picture of Me* rubric to evaluate each student's work. Assign suitable point totals to each category listed.

Take Flight!

A Lesson on How Technology Affects Our World

Content

Students will explore how technological advances have affected our society. Then students will strengthen their design skills by developing an invention to make everyday life easier.

National Standards

The following standards will be addressed in the lesson:

Science

Students should develop abilities of technological design: identify appropriate problems for technological design, design a solution or product, implement a proposed design, evaluate complete technological designs or products, and communicate the process of technological design.

Social Studies

The learner can show through specific examples how science and technology have changed people's perceptions of the social and natural world.

The learner can describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as conceptions of the universe.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Naturalist



Spatial

Prerequisites

Have students read *The Wright Brothers' Glider* and *Armstrong's Moon Rock* before proceeding with the lesson.

Materials

- *The Wright Brothers' Glider* and *Armstrong's Moon Rock* books
- whiteboard and markers
- drawing paper
- colored pencils
- *Take Flight!* reproducible

Instructional Procedure

Anticipatory Set

Ask students to think about the technologies discussed in *The Wright Brothers' Glider* and *Armstrong's Moon Rock*. Ask the following questions:

How did the invention of the airplane affect how people traveled from place to place? (Possible answer: People were able to travel longer distances more quickly.)

How did space travel affect people's perception of the world? (Possible answer: People were able to view the entire Earth for the first time; people began to realize how small Earth is compared to the universe.)

Talk about how technology has changed our world. Ask students whether or not they believe technology has changed it for the better. Have students list examples of technological advances that have had a big impact on their lives as young people.

Class Discussion

Ask students to think about their everyday lives and any challenges they deal with on a regular basis. Have students identify inventions that could alleviate some of these challenges or, overall, make everyday life easier. Encourage students to be creative and to think of original ideas. Remind them that their ideas do not need to be practical or use current technology. List student ideas on the board.

Objectives

The student will be able to...

- recognize how technological advances affect society
- identify a way to make everyday life easier
- work in small groups to design a new invention

Activity

Divide students into small groups. Distribute colored pencils, paper, and the *Take Flight!* reproducible to each group. Have students work together to create a scientific invention that will enhance everyday life. Students should answer the questions on the reproducible to help them plan their invention.

Then have students use drawing paper to sketch a model of their invention. When completed, have groups of students present their inventions to the class. Have students describe what their invention does and how it will make life easier.

Accommodations and Extensions

If students have difficulty imagining a new invention to create, have students use one of the examples from the class discussion. Also, assign each group member a role, such as leader, writer, artist, and time keeper.

As an extension, have students use building materials to create working models of their inventions. Challenge students to use recyclable materials, such as milk jugs, egg cartons, and tin cans, in their creations.

Closure

After each group has presented, have students vote for the invention they would most like to use in the classroom. Ask students to think about how this invention would change the classroom.

Assessment

Assess each group's invention for creativity and understanding of the affects of technological advances on society. Also, assess each group member for group participation, cooperation, and contribution to the invention.

Where Are You, Christopher Columbus?

A Lesson on Maps and the Adventures of an Early Explorer

Content

Students will create and interpret maps as they study the exploratory travels of Christopher Columbus.

National Standards

The following standards will be addressed in the lesson:

Math

Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Social Studies

The learner can create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

The learner can use appropriate resources, data, sources, and geographic tools, such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Spatial

Prerequisites

Have students read *Columbus's Chart* before proceeding with the lesson. Particular attention should be paid to the sections that discuss Columbus's travels. Also, review with students how to use an atlas to find longitude and latitude coordinates and calculate distance between two locations.

Materials

- *Columbus's Chart* books
- whiteboard and markers
- atlases
- poster board
- pencils
- markers
- *Where Are You, Christopher Columbus?* reproducible

Instructional Procedure

Anticipatory Set

Write the date *October 12, 1492*, on the board. Ask students to identify the important event that occurred on this date. Then have students think about how this momentous event changed history.

Class Discussion

Have students name several significant events in Columbus's life, such as his birth, his four voyages to the New World, and his return to Spain. If possible, solicit students to provide dates for each event. List student responses on the board. Then make a timeline using the information provided by the students. Ask volunteers to write events in the appropriate location on the timeline.

Objectives

The student will be able to...

- pinpoint locations on a map
- create a timeline
- use an atlas to determine coordinates and calculate distance
- work in pairs to create a map of Christopher Columbus's voyages to the New World

Activity

Place students into pairs. Distribute art supplies, the *Where Are You, Christopher Columbus?* reproducible, and an atlas to each pair. Have students use the atlas to complete the reproducible. Then have students work together to draw a realistic map representing the four voyages made by Christopher Columbus. Tell students that their maps should include the following information:

- an outline of Europe, Africa, North America, and South America
- the locations of Palos (Spain), the Canary Islands, Cuba, Hispaniola, and the Bahamas
- arrows representing Columbus's four voyages
- a compass rose and legend
- the Equator and Prime Meridian
- lines of longitude and latitude

The maps should be visually appealing and present information accurately. Students may wish to use the answers from the reproducible to check their maps for accuracy. When complete, display maps in an appropriate area of the classroom.

Accommodations and Extensions

Place students in mixed-ability pairs. If they have difficulty producing an outline map from memory, provide students with outline maps of Europe and the Americas.

As an extension, have students create an outline map that represents the travels of another early explorer, such as Marco Polo.

Closure

Review Columbus's voyages with students. Stress the importance of Columbus's discovery both to Europeans and Native Americans. Discuss how their perceptions of the discovery differed.

Assessment

Evaluate student answers on the reproducible for accuracy. Then review student maps for understanding of concepts and precision.

Historian for a Day

A Lesson on Writing Historical Fiction

Content

Students will learn about the lives of historical figures and write creatively to express ideas.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Students read a wide range of print and nonprint texts to acquire new information.

Social Studies

The learner can identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Linguistic

Prerequisites

Students should read books from the *Stories of Great People* series before proceeding with the lesson. Students should be familiar with the historical fiction genre. Also, review with students how to write an outline.

Materials

- *Stories of Great People* books
- whiteboard and markers
- writing paper
- *Historian for a Day* reproducible

Instructional Procedure

Anticipatory Set

Explain to students what the term *historical fiction* means. Solicit students to provide examples of historical fiction.

Class Discussion

Write the following list of primary and secondary sources on the board:

- *The Travels* by Marco Polo
- a social studies textbook
- an encyclopedia
- a journal entry written by George Washington

Discuss with students the differences between primary and secondary sources. Explain to students why it is important to use primary sources when conducting research. Then have students determine which of the sources written on the board are primary sources and which are secondary sources.

Objectives

The student will be able to...

- identify and use primary and secondary sources
- use library and online resources to gather information
- write an outline
- work in small groups to write historical fiction

Activity

Part I

Place students into small groups. Distribute writing paper and the *Historian for a Day* reproducible. Have students work together to identify a historical figure they would like to write about. Students should then use library or online resources to research the life of the person they selected. If possible, students should use primary sources. Have students take notes as they research to use while writing their piece of historical fiction.

Part II

Once they have obtained an adequate number of resources, have students work together to plan, write, and revise a piece of historical fiction. Each story should be creative and present information accurately. Be sure to go over expectations for the project by presenting the information on the *Historian for a Day* reproducible. Students will use the reproducible to record and organize their ideas. When the stories have been completed, students should take turns reading them in front of the class.

Accommodations and Extensions

Place students in mixed-ability groups. Encourage students with writing difficulties to take a leading role in researching the life of the historical figure. You may do so by assigning each student a different role.

As an extension, have students use their pieces of historical fiction to create skits. Students can then perform their skits in front of the class or for other classes.

Closure

Once each group has presented, have students think about the stories they have heard. Ask students to describe something new they have learned about each person. Ask: *How is your life similar to or different from the life of this person?* (Answers will vary.)

Assessment

Evaluate student stories for creativity and accuracy of information. Also, evaluate student participation and cooperation during group time.

And Justice for All

A Lesson on Civil Rights and Social Change

Content

Students will gain a better understanding of civil rights and examine issues of justice and equality. Students will then apply these principles by participating in a debate with classmates.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

The learner can examine the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

The learner can identify and interpret sources and examples of the rights and responsibilities of citizens.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Linguistic

Prerequisites

Have students read *Martin Luther King Jr.'s Microphone* before proceeding with the lesson. Students should be familiar with the ideas presented in the Constitution and the Bill of Rights. You may also wish to review the basic components of a debate with students.

Materials

- *Martin Luther King Jr.'s Microphone* books
- whiteboard and markers
- writing paper
- *And Justice for All* reproducible

Instructional Procedure

Anticipatory Set

Write the term *civil rights* on the board. Explain its definition. Ask students to provide examples of their basic civil rights, such as the right to a public education. Then ask students to think about why civil rights are important for all individuals and what it would be like to not have these civil rights. Discuss their responses.

Class Discussion

Have students identify the rights for which Martin Luther King, Jr. fought. List student responses on the board. Then challenge students to identify a situation or rule they feel is unfair. Have students brainstorm ways they can make changes within their school or community. Write student ideas on the board.

If possible, arrange for a school administrator or local official who has been instrumental in making a change to a law or rule to participate in the discussion. Have students prepare questions for the guest speaker ahead of time.

Objectives

The student will be able to...

- define civil rights and identify examples
- work in small groups to construct an argument
- participate in a classroom debate

Activity

Distribute writing paper and the *And Justice for All* reproducible. Challenge students to identify an issue facing their school or a change they would like to make in the community. As a class, select one of the ideas to debate. Students should answer the questions on the reproducible together.

Then divide the class into small groups. Have students plan and write arguments *for* or *against* the issue. You will want to make sure that an equal number of students write on either side of the issue. To do so, you may have to assign positions to groups.

Make sure to observe student participation in groups to keep students on task. You may want to assign a leader and a time-keeper in each group.

When students have formulated and organized their arguments, have groups of students debate the issue in front of the class. Encourage students to be creative and use vocabulary that is appropriate for their audience.

Accommodations and Extensions

Students unfamiliar with the U.S. Constitution and Bill of Rights may benefit from an additional lesson on these crucial documents. Provide students with a copy of these documents and explain the freedoms guaranteed to all citizens. Have students highlight or underline these freedoms in their copies.

As an extension, students can use library or online resources to research another key figure in the civil rights movement. Have students write a short essay describing how the individual they selected worked to promote social change.

Closure

After each group has had an opportunity to debate its issue, have students discuss their experiences debating their classmates. Ask: *Was it difficult to see the other person's point of view? Why is it important to listen to everyone's opinions?* (Answers will vary.)

Assessment

Evaluate student debates for accuracy of information and cohesiveness of argument.

William Shakespeare, Take Two

A Lesson on Creative Writing and the Plays of William Shakespeare

Content

Students will strengthen their creative writing skills while learning about the life of William Shakespeare.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Social Studies

The learner can explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Linguistic

Prerequisites

Students should read *Shakespeare's Quill* before proceeding with the lesson.

Materials

- *Shakespeare's Quill* books
- whiteboard and markers
- writing paper
- copies of Shakespearean scenes
- *William Shakespeare, Take Two* reproducible

Instructional Procedure

Anticipatory Set

Discuss with students the subjects William Shakespeare studied in school, such as Latin and ancient Greek. Ask students to think about how the vocabulary Shakespeare used in his plays reflects what he may have learned in school.

Class Discussion

Choose a short scene from one of Shakespeare's plays to share with students. Make sure it is age appropriate. Discuss the background of the scene, including the setting and the motives of the characters. Write a few of the lines from the scene on the board and read them aloud to students. Ask students to explain what they think the lines mean before you explain the meaning to them. Ask students to explain what difficulties they had in comprehending the lines.

Read the entire scene to students and explain its meaning. Have students brainstorm ways to modernize the scene. Students may choose to revise the vocabulary or update the setting. Write student ideas on the board.

Objectives

The student will be able to...

- identify how language is affected by culture
- read and perform scenes written by William Shakespeare
- work in small groups to rewrite and modernize a Shakespearean scene

Activity

Part I

Divide students into small groups. Provide each group with a separate age-appropriate scene from one of Shakespeare's plays. You could also provide each group with the same scene. Tell students to work together to assign characters to each member of their group and to come up with ideas on how to present the scene.

Part II

Have students work together to rewrite and modernize the scene. Students should update the setting and character dialogue. Students will use the *William Shakespeare, Take Two* reproducible to record and organize their ideas. Depending on the age and ability level(s) of your students, you may wish to prepare a more accessible version of the scene(s) ahead of time.

When completed, have students perform their scenes in front of the class. Encourage students to be creative and use vocabulary that is appropriate for their audience.

Accommodations and Extensions

Provide extra assistance for students with developmental delays and English language learners as they read and perform Shakespeare's work. Prepare the updated versions of the scenes for students.

As an extension, have students design masks to wear as they perform their plays for the class. Show students pictures of theatrical masks to give them ideas.

Closure

Make sure students understand the connection between art and real life. Discuss how Shakespeare's plays were connected to actual events that occurred during his lifetime. Then discuss how students' revised scenes represent aspects of their lives.

Assessment

Assess each small group's performance for originality and creativity.

Going Once, Going Twice, Sold!

A Lesson on Supply and Demand in the Marketplace

Content

Students will strengthen their understanding of economics by practicing the concepts of supply and demand in a classroom auction.

National Standards

The following standards will be addressed in the lesson:

Math

Students understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Social Studies

The learner can describe the relationship of price to supply and demand.

The learner can describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.

The learner can distinguish between needs and wants.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Logical-Mathematical

Prerequisites

Have students read books from the *Stories of Great People* series before proceeding with the lesson. Also, explain the purpose of an auction and how an auction works to students.

Materials

- *Stories of Great People* books
- whiteboard and markers
- 10 tokens per student
- items for auction (These items should be inexpensive. They may include a pencil, pen, notebook, eraser, etc.)
- *Going Once, Going Twice, Sold!* reproducible

Instructional Procedure

Anticipatory Set

Ask students to name items from the Knickknack Market, such as Shakespeare's quill, Cleopatra's coin, and Armstrong's moon rock. Students may use books in the *Stories of Great People* to help remind them of such items. Then have students think about how much they would be willing to pay for each item. Write the items and these amounts on the board. Then ask students to determine whether these items are needs or wants.

Class Discussion

Write the terms *supply* and *demand* on the board. Explain each term's definition. Then discuss how supply and demand affect price. Ask the following questions:

Do you think the price would be high or low if there was a large supply and a low demand? (low)

Do you think the price would be high or low if there was a small supply and a high demand? (high)

If students have trouble understanding these concepts, illustrate them using products with which students are familiar.

Objectives

The student will be able to...

- define supply and demand
- distinguish between needs and wants
- understand the relationship between supply and demand and price
- participate in a classroom auction

Activity

Place several items for auction at the front of the room. Distribute the *Going Once, Going Twice, Sold!* reproducible and ten tokens to each student. Have students come to the front of the room in small groups to view the items.

After each student has had an opportunity to view the items, conduct a silent auction. Tell students that they have ten tokens to use to bid for up to three items. Explain to students that the highest bidder wins the item. Remind students that they should bid higher for items they believe will have a high demand and lower for items they believe will not.

Then have students write their bids on the reproducible. After they have finished, determine who bid the highest for each item. Award students with the items.

Accommodations and Extensions

If students have difficulty understanding why items sold for various prices, review the relationship between supply and demand and price.

As an extension, have students think about how auction results could be used to determine how many of each item should be produced for the classroom.

Closure

Discuss auction results with the class. Ask students if they were surprised by any of the bids. Would students change their bids if they could?

Assessment

Check reproducibles for understanding and completeness. Make sure each student only used ten tokens to bid on items.

The First Americans

A Lesson on Cultural Differences

Content

Students will gain a better understanding of Native American cultures by researching groups native to their region. Students will then use a Venn diagram to compare similarities and differences between Native cultures and their own.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States.

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.

Social Studies

The learner can compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic



Interpersonal

Prerequisites

Students should read *Sitting Bull's Tomahawk* before proceeding with the lesson. Also, review with students how to complete a Venn diagram.

Materials

- *Sitting Bull's Tomahawk* books
- whiteboard and markers
- *The First Americans* reproducible

Instructional Procedure

Anticipatory Set

Write the name *Hunkeshnee* on the board. Have students identify several events that took place during Sitting Bull's lifetime. Ask the following questions:

Why do you think Sitting Bull was a great leader?

What would you have done if you were faced with the same challenges?

Classroom Discussion

Ask students to think about a time they had to research a subject at the library. Have students discuss how they can use library and online resources to obtain information.

Tell students that they will be conducting research on early Native Americans. Ask students to explain how they would begin searching for information on this topic. Make sure you review with students what makes a valid and appropriate source for school research. You may also wish to review your school's policy on Internet use.

Share the names of several books or Internet web sites students may find useful when searching for information about local Native American groups to get them started.

Objectives

The student will be able to...

- identify early Native American groups who lived in his or her region
- conduct research using online or library sources
- work in small groups to complete a Venn diagram

Activity

Place students into small groups. Distribute *The First Americans* reproducible. Have students use library or online resources to research early Native Americans who lived in the region. Students should investigate the following:

- the name of one of the local Native American tribes
- the special ceremonies they performed
- the arts and crafts they created
- how they went about their everyday lives
- how their lives were affected by settlers

Then have students use their findings to complete the reproducible.

Accommodations and Extensions

Place students in mixed-ability groups, and provide the names of several local Native American groups from which students can select to research. Also, provide students with the specific resources they will need to conduct their research properly.

As an extension, have students research the importance of tribal dances. Have students select one dance to perform in front of the class.

Closure

Have students present their research to the class. Compare and contrast the various early Native American groups. Remind students of the important ways these groups contributed to your local history.

Assessment

Assess student reproducibles for accuracy of information.

A Picture of Me

Directions: Read each question below. Write an x in the box for your answer.

	Yes	No
Does the artifact represent your everyday life?		
Does the artifact represent your culture?		
Does the artifact represent your family traditions?		
Is your artifact creative?		
Is your artifact interesting and visually appealing?		
If your artifact contains writing, are all words spelled correctly?		
Are there any changes you would make to your artifact? If so, what?		

Where Are You, Christopher Columbus?

Directions: Using an atlas, identify the location of each of the following places. Then write the approximate longitude and latitude of each.

1. Palos, Spain _____

2. Canary Islands _____

3. San Salvador _____

4. Cuba _____

5. Jamaica _____

Directions: Using an atlas, measure the approximate distance between the following locations. Your answers should be rounded to the nearest 100 miles.

1. Palos, Spain and the Canary Islands _____

2. Canary Islands and Cuba _____

3. Palos, Spain and Jamaica _____

4. Cuba and Jamaica _____

5. Palos, Spain and the location of your school _____

And Justice for All

Directions: Answer the following questions to help you write your argument.

1. What issue is facing your school or community?

2. Has your school or community faced a similar issue in the past? How did the people in your school or community deal with the issue?

3. What do you believe your school or community should do about this issue? Why?

4. What actions can you take to fight for change?

5. How would you respond to someone who did not agree with your opinion on this issue?

William Shakespeare, Take Two

Directions: Answer the following questions to help you re-write your scene.

1. What is the setting of the scene?

2. How will you change the setting?

3. What happens in the scene?

4. What will happen in your version of the scene?

Going Once, Going Twice, Sold!

Directions: Select as many as three items on which to bid. Use the space below to write your bids. Then answer the following questions.

Item 1: _____ Bid: _____

Item 2: _____ Bid: _____

Item 3: _____ Bid: _____

1. For which item did you bid the most? Why?

2. Is this item a need or a want?

3. Which item do you think will sell for the lowest price? Why?

Directions: After the auction is over, answer the following questions.

1. Which items sold for the highest and lowest prices? Were your predictions correct?

2. If you could, would you change any of your bids? How would you change them?

3. In what ways does the auction show the relationship between demand and price?

The First Americans

Directions: Answer the following questions. Then complete the Venn diagram below to compare and contrast the early Native American culture to your own.

1. Which groups of early Native Americans lived in your region?

2. In what ways was their culture different from yours?

3. In what ways was their culture similar to yours?

