9th Grade Arts Lesson Plans

Fairy Tale Fun

A. Wills
Multiple Subject Teacher

In this performing arts lesson, students will rewrite a well-known fairy tale to include a great deal of dialogue and then act out that fairy tale (creation of props is optional as is taping the performance).

 **Grade Level: 5 - 12th**

 **Subject: Arts**

 **Length of Time: Varies Depending on Grade Level and Depth of Project**

Objectives & Outcomes

Learners will be able to demonstrate both writing skills in creating dialogue as well as performing arts skills through acting out the newly rewritten fairy tale.

Materials Needed

- Copies of age appropriate fairy tales
- Paper
- Pencil
- Materials for props (optional)
- Video camera (optional)

Procedure

Opening to Lesson

Begin by reading a short fairy tale to students. Explain that fairy tales have been around for many years and several have been made into movies and plays. To do this the stories have to have more dialogue added and often a few basic details are also altered. Tell students that over the next few hours/days, they will become both writers and actors.

Body of Lesson

- Have students choose a familiar fairy tale in groups of 5 to 7, depending on which tale is chosen.
- Have students work to rewrite the fairy tale, telling the story through dialogue, not just as a story.

- After stories have been rewritten have students act out the ‘new’ plays.
- If time permits allow students to create props and costumes.
- You can also videotape/record the performance.

Closing

Allow students to watch themselves on film and critique the performance based on the provided rubric (This should be in conjunction with the teacher’s grade).

Assessment & Evaluation

Students will be graded based on the enclosed rubric which may be altered as needed.

Modification & Differentiation

Students will be working in groups so many modifications should not be needed. Teacher can always scaffold the directions so that multiple learners can comprehend.

Flash Mob Fun

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In this performing arts lesson, students will work together with a purpose to create and choreograph a dance for a flash mob to make an announcement for the school.

Grade Level: 7 - 12th

Subject: Arts

Length of Time: Several Class Periods

Objectives & Outcomes

Learners should be able to work cooperatively, follow a choreographed dance, and stay in step.

Materials Needed

- Large open area for students to practice and perform
- Music selection (this depends on what the ultimate goal of the announcement happens to be)

Procedure

Opening to Lesson

- Begin by asking students if they have ever heard of a flash mob.
- If there is anyone who has not, share several YouTube videos to demonstrate a flash mob and how it works.
- Explain that students will be a flash mob to make (announcement/statement/point)

Body of Lesson

- After the announcement/statement is chosen (This could be an upcoming dance, starting a new recycling program, graduation) then allow students to choose and vote on appropriate songs for the occasion.
- Explain that the song will showcase the overall announcement.
- Immediately begin choreographing a simple and somewhat repetitive dance to present the announcement.
- If necessary, create basic props for the flash mob. Practice until the dance is well choreographed.

Closing

Make sure students understand that the flash mob should remain secret until the actual time of the performance. Enjoy.

Assessment & Evaluation

Assessment and evaluation will be based on participation, following directions, and simple observation

Modification & Differentiation

Assessment should be modified for those with physical disabilities

Getting Colorful

A. Wills
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Save

This performing arts activity will allow students to demonstrate skills in conveying emotions without using words.

Grade Level: 8 - 12th

Subject: Arts

Length of Time: 20 - 30 Minutes

Objectives & Outcomes

The learners will pantomime colors that are associated with certain emotions as others guess which color is being represented.

Materials Needed

- Pieces of paper with color/emotions written on them, folded in a container

Procedure

Opening to Lesson

- Begin by listing several colors on the board (green, red, black, purple, blue, grey, white)
- Ask students what they associate with each color (sample list below)
- Place these emotions/color combinations on the pieces of paper and fold so students can draw when it is their turn.

Samples

Red – angry, hot

Green – jealous, natural (nature)

Black – death, sadness, depression

Purple – royal, proud

Blue – calm, sad

Grey – sad, lifeless

White – innocent, pure, angelic

Body of Lesson

- Have a single student choose a color/emotion paper slip and pantomime so others can guess their color.

Closing

- Ask students to talk about the activity.
- Was challenges did you encounter?
- Remind students that facial expressions are important when performing.

Assessment & Evaluation

Students will be evaluated on participation in both pantomime and as a guesser

Musical Masterpiece

A. Wills
Multiple Subject Teacher

In this visual arts lesson, learners will express emotion through painting, as elicited by music.

Grade Level: 7 - 12th

Subject: Arts

Length of Time: 45-60 Minutes

Objectives & Outcomes

Learners will express emotion through painting, as elicited by music.

Materials Needed

- CD or computer access to various types of music (country, rap, classical, contemporary, etc.)

Procedure

Opening to Lesson

Begin by asking students if they have a favorite song or type of music. Ask why that particular song/type is a favorite. Explain that music often inspires people to do other things, including create art.

Body of Lesson

- Offer students a large sheet of paper and have them fold it into the number of squares equal to how many musical styles you will share.
- Also have students armed with paint brush, rinse cup, paper towels, and a selection of paint colors.
- Tell students they will first listen to a few minutes of a particular musical style then they will begin painting in a single square.
- They are to paint what the music inspires.
- There are no wrong answers, but they should be able to explain why they painted what they have.
- Specify that the paintings are to be inspired, but small.
- They will have 10 to 15 minutes only to complete each before moving to the next.
- Start with the first music style

Closing

Allow students to share at least one painting and how the music inspired the painting. Have students cut the painted squares apart and display each genre together to illustrate the differences.

Assessment & Evaluation

Assessment will be based on participation and student explanations of what was painted and why.

Modification & Differentiation

Some students may need extended time or fewer musical selections depending on ability

Painter’s Tape Art

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Save

This lesson will allow students to practice creating art by marking off what will not be painted. This requires planning prior to mixing the first color.

Grade Level: 6 - 12th

Subject: Arts

Length of Time: 40 Minutes to 2 Hours Depending on Grade Level

Objectives & Outcomes

Students should be able to create a unique picture using painter’s tape and water color paints.

Materials Needed

Water color paper and paints, painter’s tape

Procedure

Opening to Lesson

- Explain that sometimes a painting is special for what is not painted.
- It is the negative space that truly tells a story or showcases the design.
- Explain to students that they will be creating a painting with tape first, then with actual paint.

Body of Lesson

- Have students use painters tape to create a design on water color paper or canvas (if available).
- Students can choose any design, but make sure some detail is present.
- After the tape has been placed firmly on the paper, allow students to paint around the tape.
- Have students be creative, mixing colors and creating an interesting array of colors.
- Allow paint to dry completely before carefully removing all tape, leaving the design.
- Add small shading or details to the design if desired.

Closing

- Have students display art pieces and explain how what was not painted became the focal point.

Assessment & Evaluation

The students will create a unique picture using water color paints and painter’s tape. The picture will be neat and well put together.

Modification & Differentiation

Special needs students may be given extended time or help with tape placement.

Paper Mache Zoo

A. Wills
Multiple Subject Teacher

In this visual arts lesson, students will create zoo animals (or any animals) using paper mache. The ‘zoo’ can be displayed in the classroom or in a localized area of the school.

Grade Level: 5 - 12th

Subject: Arts

Length of Time: Varies Depending on Grade Level and Depth of Project

Objectives & Outcomes

Learners will be able to demonstrate planning skills in creating a zoo animal as well as create a visual art piece appropriate for the project.

Materials Needed

- masking tape
- newspaper (strips and sheets)
- paper mache (1 cup flour to 1 cup of water) to create a glue like consistency
- paint brushes
- paint (simple tempera paints will work)

Procedure

Opening to Lesson

Begin by telling students they are going to bring the zoo to school in a fun and creative way. Tell students to choose an animal from the zoo that they would like to ‘create’.

Body of Lesson

- Have students create a form for their animal using balled up newspaper, tape, and cardboard if available.
- Make sure the form is complete and stable before adding any paper mache.
- Dip strips of newspaper into the paper mache (glue) and add strips to the form to offer bulk to the new creature.
- Continue until the surface is smooth and the form looks like the desired animal. This step may take several days.
- Allow strips to dry completely before painting.

Closing

Have students paint their animals in appropriate colors and patterns. Display animals in a make shift zoo in the school.

If the school has an art auction fund raiser these are great projects

Assessment & Evaluation

Students will be assessed both on participation and final project (appropriateness, creativity, etc.)

Modification & Differentiation

Students with certain disabilities may need extended time or to create smaller projects.

Perspectives

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Save

This visual arts lesson will allow students to get creative while practicing with either photography or videography. Students will also have to consider perspective from things outside themselves. Rubric included.

Grade Level: 8 - 12th

Subject: Arts

Length of Time: Several Class Periods

Objectives & Outcomes

The learners will create a photo array with narrative or a short video with sound sharing the perspective of an inanimate object. Students will be expected to be creative in both the verbal and artistic areas of the assignment.

Materials Needed

- Cameras or video cameras for each student
- Computers/printers for completion of the project (any appropriate video sharing platform or photo sharing program should work)

Procedure

Opening to Lesson

- Begin by asking students to sit on the floor.
- Ask students to think about the world from that perspective for a moment.
- How do things look different, what may look strange to something at that level?
- Now have students think about the world if they could only see from that position they are in, all day, every day, in the same spot.
- Tell them this is part of their next project.

Body of Lesson

- Explain to students that they will choose an inanimate object in the building or at their home to photograph or use for the video project.

- The first shot will be of the actual object, but all other photos or video shots will be from the perspective of the object.
- Additionally, commentary will be offered about how the object may think about the world.
- This is a lesson in personification.

Closing

- Have students share completed videos or photo arrays with commentary.

Assessment & Evaluation

Students will follow directions to create a photo array with narrative or a short video with sound sharing the perspective of an inanimate object. Students will be expected to be creative in both the verbal and artistic areas of the assignment. Create a rubric based on any specific outcomes you want achieved. A sample rubric is attached.

Modification & Differentiation

Allow students extra time or to work in a group as needed.

Upside Down Art

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Save

This lesson will allow students to practice creating art from a unique perspective while learning about Michelangelo.

Grade Level: K - 12th

Subject: Arts

Length of Time: 20 Minutes to 2 Hours Depending on Grade Level

Objectives & Outcomes

Students should be able to create a unique drawing from a different perspective, just as when Michelangelo painted the Sistine Chapel ceiling.

Materials Needed

Paper, paints (for older students), crayons/markers (for younger students), tape, floor covering where needed

Procedure

Opening to Lesson

- Begin by asking students if they have ever heard of Michelangelo or the Sistine Chapel.
- Offer younger students a simple explanation with a picture of the Sistine Chapel.
- Michelangelo painted the ceiling of the Sistine Chapel while on his back.
- This made the painting difficult, but he created a beautiful and famous piece of art.
- Explain that today they will try to create something beautiful while painting like Michelangelo.

Body of Lesson

- Have students tape a piece of paper under their desks or tables.
- Have all art supplies at arm’s reach.
- Allow students to create a unique piece of art, but explain that the whole paper should be covered.

Closing

- Have students display art pieces and explain how it was different to paint upside down.

Assessment & Evaluation

The students will create a unique picture from a different perspective, upside down, just as Michelangelo and the Sistine Chapel. Art work should be neat.

Modification & Differentiation

Special needs students may be given extended time or a different surface on which to draw.

Video Diary

A. Wills
Multiple Subject Teacher
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Save

In this performing arts lesson, students will work to create a short video diary to showcase the import parts of their life and edit the video into a 5 minute or less montage using EZVid or similar program.

Grade Level: 7 - 12th

Subject: Arts

Length of Time: 30 Minutes a Day for Several Weeks

Objectives & Outcomes

Learners will appropriately use video cameras, computers, and create a short video diary about their lives.

Materials Needed

- video cameras or cellphones (with permission)
- computers (for editing)
- editing software

Procedure

Opening to Lesson

Begin by asking students if they have written in a diary. Next ask students how they would describe their lives to someone who had never met them. Tell students that the saying goes ‘A picture is worth a thousand words’ and this is the basis for the next project.

Body of Lesson

- Give students a video camera or gain permission for them to use personal cell phones.
- Explain that over the next few days they are to create a video diary entry about themselves with clips from their lives and narration about who they are.
- Explain that the videos will be edited down to 5 minutes or less but more video should be taken.

Closing

Allow students to share videos in class and fellow students to critique each video.

Assessment & Evaluation

Assessment will be based on creating a video that accurately and appropriately showcases the students likes and dislikes in a school appropriate manner in under 5 minutes.

Modification & Differentiation

Some students may need to work with a partner or have parent help with this assignment.

9th Grade English/Language Arts Lesson Plans

De and Con Notations

JRDAssist
Middle School and High School Teacher

Students work collaboratively to create the denotations and connotations of words.

Grade Level: 7 - 9th

Subject: English/Language Arts

Length of Time: About 45 - 60 Minutes

Common Core Alignment

CCSS.ELA-Literacy.L8.5B - Use the relationship between particular words to better understand each of the words.

Objectives & Outcomes

The learners will be able to define denotation and connotation, understand the difference, and use the knowledge to create connotations of words used every day and in literature.

Materials Needed

- Dictionary with thesaurus (paper version or on-line), large index cards, pen/pencil, sample pieces of grade-level literature
- Prepare ahead of time: Write one word on the front of each index card leaving room for denotations (literal definition), and the back will be used for connotations. Enough for at least one per student. Make extras depending on dynamic of class. Sample pieces of grade-appropriate literature, one paragraph in length, enough for half the class size.

Procedure

Opening to Lesson

- As students begin sitting at their desks/tables, welcome the students to school/classroom in as many different ways as possible. (Be sure everyone hears you.) Examples: "Welcome to…school, prison, the learning room, the road to college, walls of learning, etc. Feel free to repeat some of the examples since some may not hear or recognize the different terms.
- Ask students for a term they use to describe their school.

Body of Lesson

Modeling

- Display the words denotation and connotation for students to see. Ask them if they know the difference between the two.
- Display a word for all students to see. This word will be the example to use for understanding the difference between denotation/connotation. (Use a word students could easily expand.)
- Ask for specific or literal meanings of the chosen word. The actual definition or denotation.
- List their responses.
- Ask students for some emotional or cultural meanings related to the word or connotation.
- List their responses.
- Ask students if there are questions or if they need further explanation.

Guided Practice

- Distribute prepared index cards. One to each student.
- Explain the directions to them. They will write the denotation of the word on the index card. List all the definitions for the word either from a paper or on-line dictionary.
- Next, give 3 minutes to list connotations of the word on the reverse side of the index card.
- After time is up, have students pass the card to another student. Give 3 more minutes to list their connotations of the word on the reverse side of the index card.
- Continue this process until all of the cards have been passed to each student in the room.
- Review the difference between denotations and connotations.
- Place students in groups of three or four.
- Distribute a sample paragraph to each group. Explain to the students they will work together to rewrite the paragraph using connotations of some of the words to change its meaning.
- Have one student in each group read the paragraph aloud to the others.
- One student will be the "secretary" and record the new paragraph.
- Students from each group will share the "before" and "after" paragraph to the class.

Independent Practice

- The teacher will give each student a worksheet with a list of words to define and to list some connotations of each. Include some multiple choice to help students get started.
- Assign a paragraph from a current reading selection and have each student rewrite the paragraph using connotations of some of the words to change its original "feeling".
- The teacher will collect the completed pages. These will be used as assessments.

Closing

Remind students the importance of words, including how they are spoken aloud to others.

Ask students to create a connotation for "good-bye" and use it as they exit the classroom. Examples may be "See you later." "Have a nice day, sir." "Thank you, miss." "Good day."

Assessment & Evaluation

Teacher-created or commercial worksheet with list of words for students to find the denotation and connotations for each. Reading-selection paragraphs to edit with connotations.

Modification & Differentiation

Work in pairs, adjust group sizes for paragraphs. Have students create the words to be used. Use vocabulary from a current assignment or curriculum reading selection.

Present Perfect Tense

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Teacher
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Save

Students will be able to explain clearly the rules on the present perfect tense of verbs as differentiated from the simple present and past tenses.

Grade Level: 7 - 9th

Subject: English/Language Arts

Length of Time: 40 - 50 Minutes

Objectives & Outcomes

The learners should be able to talk about events in terms of the present perfect tenses.

Materials Needed

- An essay of the teacher's choice.
- Any book that the children have that is in the English language.

Procedure

Opening to Lesson

- Begin the lesson by reading any book that the teacher thinks is special and has most of the examples of Present Perfect Tenses.
- As the teacher finishes reading, ask the class about the meaning of the text.
- Next, the teacher should find sentences in Present Perfect Tense in the text.
- Ask students about the pattern of the sentences that were mentioned. After hearing their opinion, tell them that your lesson for today would be about grammar particularly about Present Perfect tenses.

Body of Lesson

- After going over the meaning of Present Perfect Tense, ask students if the message of the text is good or bad for them. If not, ask the student how they can make it a good sentence in a Present Perfect tense as being discussed.
- Now the teacher will ask the students to read a text in a Present Perfect Tense from any book they have on hand and ask the student the reason he/she chose that sentence.

Closing

- Complete a narrative story by filling the blanks using Present Perfect tenses.
- Ask the students to tell the good messages about the text of the teacher and so as from each book they read. They all must be in the Present Perfect tense.

Assessment & Evaluation

- Students will be assessed on their ability to provide a good example of actual events where they can use Present Perfect Tenses.

Modification & Differentiation

Students can be allowed to create a dialogue and dramatize them using Present Perfect Tenses by having a narrator of the events.

Speed Persuading

JRDAssist
Middle School and High School Teacher

The students will use the art of communication to quickly persuade or convince their peers to change their minds on a variety of popular or unpopular opinions.

 **Grade Level: 8 - 10th**

 **Subject: English/Language Arts**

 **Length of Time: Two to Three Class Periods**

Common Core Alignment

CCSS.ELA-Literacy.SL9-10.1A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL9-10.1B - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL9-10.1D - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-Literacy.SL9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Objectives & Outcomes

The students will be able initiate and participate effectively in one-on-one short discussions with their peers, using persuasive language and techniques in an attempt to change another's opinion on a topic.

Materials Needed

- index card with topic choices, evaluation sheet, pen/pencil
- Prepare ahead of time: Evaluation sheet for each student to use after listening to a peer. This could be on a page or two with one simple question repeated equal to the number of students in the classroom. (Example evaluation: After listening to (student's name) argument, he/she: did not change my opinion/may change my opinion/gave me something to think about/definitely changed my opinion/I had the same opinion and it was strengthened OR weakened) Also, two innocuous topics listed on each index card, one card for each student. DO NOT REPEAT TOPICS.

Procedure

Opening to Lesson

- After students are seated, ask for one volunteer. The teacher will have the volunteer come to the front of the room to sit in a seat directly across from the instructor's seat.
- Tell the student they have one minute to convince the teacher to watch a favorite TV show, movie, or read a book.
- After the one minute, ask the class how well he or she did convincing them to watch the TV show, movie, or read the book.
- Introduce the "Art of Persuasion" or the skills needed to change another's opinion about a topic.

Body of Lesson

Modeling

- Teacher will distribute the innocuous topics previously listed on the index cards.
- Teacher will explain the process of "Speed Persuading".
- The teacher will remind the students of the opening lesson and they will repeat it with their peers.

Guided Practice

- The teacher will explain the rules of "Speed Persuading".
- Half the students (Group A) will remain in their seats, and the other half (Group B) will move from one of their peers to the next.
- For a total of two minutes, one minute for each student, they will meet and try to persuade the other to agree with their opinion. One minute allotted to each student.
- Before rotating to the next student, all students will complete the evaluation page for the peer's presentation.
- Students then quickly move to the next one in line. (Have the desks or chairs spread out in the room so there is little overlap in conversations.)
- Once all are complete, split Group A and Group B in half and repeat above.

Independent Practice

- Each student will prepare a written persuasive speech to present to the class in the next day or two. They will choose their own topic/opinion about something they are compassionate about.
- Each student will present the speech to the class. Teacher may set a minimum/maximum time limit.
- Classmates and teacher will evaluate the effectiveness of the speech. Collect all evaluations and share constructive ones with the speech giver.

Closing

Discuss the exercise with the students. Ask what difference it made with speaking one-on-one to a peer versus speaking in front of the entire class. Other discussion may be related to political speeches, church sermons, advertisements, and other speeches made in the media.

Assessment & Evaluation

Students will each present a persuasive argument to the entire class following the “Speed Persuading”.

Modification & Differentiation

Students prepare their short argument the day before. Do everything on paper instead of verbally. Adjust the times. Use video or audio samples of persuasive speeches given by historical/popular figures, current or from the past.

Stories Galore

JRDAssist
Middle School and High School Teacher

Following the Common Core Standards for writing a narrative the students will collaborate and write six stories.

 **Grade Level: 9 - 11th**

 **Subject: English/Language Arts**

 **Length of Time: About 2 Hours**

Common Core Alignment

CCSS.ELA-Literacy.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.3.a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.9-10.3.b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.9-10.3.c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to write an imaginary story while collaborating with other students, identifying each aspect of a story; the setting or situation, characters, points of view, dialogue, plots, sequencing, and a conclusion with a resolution.

Materials Needed

- Six composition books (one for each group), plenty of scratch paper
- Prepare ahead of time: Instructions for the groups to write each step of a story. The following are the suggested steps with more details to be added by the instructor: 1) Opening to the story, situation… 2) Add details, characters, or problems… 3) Add another plot, more characters, events… 4) Build up the story using various techniques… 5) Continue the story with a possible ending in mind… 6) Conclude the story, come to a resolution

Procedure

Opening to Lesson

- Read an interesting short story to the students.
- Ask students to point out the different elements of the story: Plot, setting, characters, etc.
- Tell the students they will be writing six stories today.
- Split the class into 6 groups, doesn't matter how many students are in each group, Groups A through F.
- There must be a secretary for each group.

Body of Lesson

Modeling

- Distribute a copy of the Instruction Page to every student.
- Explain to students they will follow the instructions to write the story.
- They will have 10 to 20 minutes to write each step of a story (More time will be needed as the stories progress.)
- Distribute the 6 notebooks, each labeled A through F

Guided Practice

- Groups will brainstorm and write the Opening (1) of a story in their notebook
- Remind students of the time limit, and to cooperate with other, respecting each other's ideas and opinions
- The secretary must write the final paragraph(s) in the notebook
- After time is up, Group A will give their notebooks to Group B, Group B to C, and so on
- Groups will read the Opening (1) and add Details/Characters (2), continuing the story
- After time is up, the notebooks are passed along and the groups continue the story adding another Plot (3), etc.
- The above sequence will continue until six complete stories are coherently written.
- At the end the original notebooks will be returned to the place it started.
- The teacher will have one student from each group read the story aloud

Independent Practice

- The teacher will assign each student to write a story. Students will turn it in to be evaluated by the teacher.

Closing

The teacher will ask students about the story-writing experience, what made it difficult, easy, or otherwise.

Assessment & Evaluation

Students will write their own story.

Modification & Differentiation

Group students differently, maybe pairs to write 12 stories. Turn the entire lesson into a homework assignment, each student taking home one of the notebooks each night. Turn the 6 stories into a booklet, one for each student to keep.

9th Grade Environmental Lesson Plans

Cost of Recycling

JRDAssist
Middle School and High School Teacher

Each pair of students will trace 1 single recyclable product, from manufacturer to recycling center, examining costs of making the product and recycling it, answering the question: Is recycling worth it?

Grade Level: 9 - 11th

Subject: Environmental, Science

Length of Time: 3-4 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.10.RST.2 -

CCSS.ELA-Literacy.10.RST.8 -

CCSS.ELA-Literacy.10.RST.7 -

CCSS.ELA-Literacy.10.RST.9 -

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to trace a single recyclable product from manufacturer to the recycling center, identifying each step, its real cost, environmental cost, and other aspects of the product.

Materials Needed

Internet access or other resources, one recyclable product for each pair of students, display board and materials for class presentation (graphs, charts, etc.)

Prepare ahead of time: If possible, enough recyclable products to give one to each pair of students in the class (not absolutely necessary, but having the item makes it more real)(Aluminum can, plastic bottle, cardboard, newspaper, other paper, old cell phone, other metals, rubber, Styrofoam, etc.); rubrics to follow for presentations

Procedure

Opening to Lesson

- Display each recyclable product for students to see
- Ask students: How many of you use these products each day or week?
- Allow responses and discussion.
- Ask them how often they recycle the product, separating it from other trash, etc.

Body of Lesson

Modeling

- Ask students: Do you think it makes a difference to recycle?
- Allow for responses and discussion
- Ask students how they can find out the value of recycling
- Encourage students to also think about the value of recycling for the environment
- Allow for responses and a short discussion

Guided Practice

- Pair students
- Distribute one product to each pair of students
- Explain the assignment: The students will trace the item from manufacturer to the recycling center, identifying the cost involved along its path.
- Remind students to not only look at financial cost, but also the effect on the environment and other variables
- Have students use the Internet or other resources for researching the product
- Encourage students to use different terms for Googling or for using other search engines (For example, simply typing in "aluminum can" may not be sufficient, instead use "What is the cost of making (or recycling) an aluminum can?".)
- Once research is completed, students are to create charts, graphs, or displays for use in a presentation to the class.
- Remind students they are to refer to the rubrics or assignment sheet making sure they answered all of the questions
- Plan times for presentations
- Following each presentation, discussion may follow

Independent Practice

- For homework, ask students to do a home search to discover how many items in their home are recyclable and to make a list of them. If unsure, if it is recyclable, they will do an Internet search by simply asking: "Are old "pillows" recyclable? Or other items.

Closing

Have students come up with alternative uses for recyclable products. For example, taking old soda cans and creating a wall or other structure by joining them together, old boxes turned into furniture or shelving. Use a class period building things out of recyclables.

Assessment & Evaluation

Assess the presentations based on pre-determined rubrics

Modification & Differentiation

Students may work alone/larger group. Same product for entire class. Half the class gets one product, other half a second product. Do not give the product. Have students choose which product to use. Reports instead of class presentations or Power Point displays. Fieldtrip to a recycling center and/or a manufacturer of products. Assign one-half of the class to identify costs of manufacturing, other half researches the cost of recycling.

Earth Window Art

A. Wills
Multiple Subject Teacher
9
Save

This lesson will allow students to create a replica of the Earth that can also be used as decoration.

Grade Level: 4 - 12th

Subject: Environmental

Length of Time: 30 - 45 Minutes

Objectives & Outcomes

The learners will work on map skills (depending on grade level).

Materials Needed

- Round lids (large margarine lids work best)
- Permanent markers
- Glue
- Food coloring (blue)
- Cups for glue
- Popsicle sticks

Procedure

Opening to Lesson

- Begin by telling students that they are going to create a mini map.
- This can be prefaced by a lesson on reading a map, identifying states, and continents (whichever is most grade appropriate)

Body of Lesson

- Explain to students that they are going to recreate a map of the earth, continents, states or countries (if age appropriate).
- This lesson can be used to create the countries within a single continent or simply to show continents, or on a larger scale to do both if age appropriate.

- Have students begin by placing 1/3 cup white glue into a cup and adding 4 to 5 drops of blue food coloring and mixing well. This will be used to create the sun catcher.
- Pour the glue mixture into the butter lid (of other form).
- Allow the glue to dry completely before carefully peeling it out of the form.Use permanent markers or sharpies to draw on the land masses as directed by the assignment.

Closing

- Allow students to hang their sun catchers in the windows if possible.

Assessment & Evaluation

Students will follow directions to create a sun catcher that accurately shows a detailed map (grade appropriate)

Modification & Differentiation

Allow students extra time or help with removal of catcher from lid. Have students work in groups if need be.

Menus to Save the Earth

A. Wills
Multiple Subject Teacher
16
Save

Students will understand the impact that packaging and out of season items have on the environment. Students will create a week long menu using only basic foods and in-season items available in the area.

Grade Level: 9 - 12th

Subject: Environmental, Science

Length of Time: 30 - 40 Minutes

Objectives & Outcomes

Learners will be able to find appropriate meal options to create an environmental impact and a financial one.

Materials Needed

- paper
- pencil
- computer access
- list of seasonal foods for the area

Procedure

Opening to Lesson

Begin by asking students a question: How does buying prepackaged products or food that is out of season affect the environment? Answer: Additional fuel costs for transport as well as environmental impact of that transport, additional packaging and preservatives with an environmental impact, financial impact as it costs more out of season and with packaging, etc.

Body of Lesson

- Tell students that they are being challenged to help save the environment one meal at a time.
- Explain that you have a list of seasonal foods that are available at a local market(stand/farmer's market).
- Have students create a menu for an entire week (two to three meals daily) that uses only items that are seasonal (this does not include spices or basic ingredients).
- This can include meats if during the season in which the meat is most readily available.
- Winter usually means beef prices rise so this is not seasonal.

- Allow students to use the computer to find simple recipes to share with their menu items.

Closing

Challenge students to create their meals for the week and see how their family and friends enjoy the seasonal items.

Assessment & Evaluation

Students will be assessed on participation through valid choices and creation of a week-long menu

Modification & Differentiation

Students may need some guidance in getting started or could work in a small group.

Oil and Grease

JRDAssist
Middle School and High School Teacher

The students will research oil and grease recycling.

Grade Level: 9 - 11th

Subject: Environmental, Science

Length of Time: 3-4 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.10.RST.2 -

CCSS.ELA-Literacy.10.RST.9 -

CCSS.ELA-Literacy.10.RST.7 -

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to identify the consequences of oil pollution, the sources of used oil/grease, and using Internet research and other resources, alternatives for used oil and grease.

Materials Needed

Internet access or other resources, Power Point program access, or supplies needed to create display boards for a class presentation

Prepare ahead of time: Containers of oil and grease (car, cooking, etc.), see-through container of water for display; rubrics for presentations

Procedure

Opening to Lesson

- Teacher will display the containers of oil/grease and the water
- While saying: “As you know oil and water do not mix well…”, combine the water and oil
- Ask students: What do you know about oil pollution in bodies of water?

Body of Lesson

Modeling

- Allow for comments and discussion
- Ask: What other oils (or grease) may be a problem for the environment?
- Allow for comments and discussion
- Ask for the advantages/disadvantages of the use of oil and grease
- List responses

Guided Practice

- Pair students
- Explain the assignment to students: They are to use the Internet or other resources to identify the consequences of oil pollution, sources of oil/grease, some available alternatives for recycling the oil/grease
- Distribute the rubrics or a prepared list of questions or other information needed to use for the class presentation
- Allow students at least two class periods to do the Internet research
- Remind students to use multiple sites for research related to the consequences as well as the alternatives
- Encourage students separate fact from fiction
- Remind students to find facts about each product, not myths
- Encourage students to prepare a Power Point presentation to share with the class or use display boards
- Students must address each of the rubrics in the report and/or presentations
- Assign the students time slots to present the information to the class
- On day three or later, each student will present their research to the class and respond to their peers' questions.
- Use the assessment or rubric page to evaluate the presentations
- Continue until all students have had a chance to present the information

Independent Practice

- Create a test or quiz related to student presentations

Closing

Have a class discussion about what a student could do immediately to help prevent oil/grease pollution or contamination in water, or what changes they can make to help the environment with this issue.

Assessment & Evaluation

Assessment page with rubrics used during presentations, multiple choice quiz/test based on students' class presentations

Modification & Differentiation

Allow students to work alone or in larger groups. No class presentation, all written work turned in for evaluation. Limit the number of presentations if under time constraint. Focus on a single source of oil, like French fry oil or automobile oil, etc.

Saving the World: A Gift at a Time

A. Wills
Multiple Subject Teacher
5
Save

Students will find, list, and explain how to limit consumption of new goods by designing an alternative registry for an event (wedding, birthday, anniversary)

Grade Level: 9 - 12th

Subject: Environmental, Science

Length of Time: 30 - 40 Minutes

Objectives & Outcomes

Learners will be able to find appropriate gift alternatives that would limit consumer consumption and benefit the environment.

Materials Needed

- paper
- pencil
- computer access (optional)

Procedure

Opening to Lesson

Begin by asking students a simple question: What do the following have in common (birthdays, holidays, anniversaries, weddings, graduations)? Answer: All celebrations, all typically receive gifts (have registries). Explain to students that each of these events can also be tough on the environment because of an increased level of consumption of both goods and resources to create those goods. Have students talk about what happens during such an event (lots of trash, travel to other people's homes, wasted gifts, etc.)

Body of Lesson

- Explain that there are ways to celebrate without harming the environment on such a large scale.
- Tell students that this does not mean that no gifts will be exchanged, just that the gifts may be different than expected.
- Tell students that they will be creating an alternate gift list (or registry) for the event of their choosing.
- Explain that the gifts should be appropriate, but limit the impact on the environment.

- One example may be that a person asks to have the oil in their car changed instead of asking for new seat covers.
- Allow students to create their alternate registry. Display registries.

Closing

Have students discuss one item that they would consider giving up for a less consumable option for the upcoming holidays (events). Why would this be something worth changing?

Assessment & Evaluation

Students will be assessed on participation through valid choices and creation of a registry

Modification & Differentiation

Students may need some guidance in getting started or could work in a small group.

Water, Water, Everywhere

JRDAssist
Middle School and High School Teacher

The students will identify products that need water to be manufactured, and the amount needed for each product.

 **Grade Level: 8 - 10th**

 **Subject: Environmental, Science**

 **Length of Time: 1-2 Class Periods**

Common Core Alignment

CCSS.ELA-Literacy.9.RST.2 -

CCSS.ELA-Literacy.9.RST.7 -

Objectives & Outcomes

The students will be able to identify products that are manufactured using water, and the amount of water used to make each product.

Materials Needed

Access to the Internet or other resources, list of products to research (some using water, others may not)

Prepare ahead of time: A sample product and the amount of water used to make/create the product (cotton shirt – 700 gallons). Worksheet with questions related to the assignment. Determine number of products for research.

Procedure

Opening to Lesson

- Display the cotton shirt or other sample
- Ask students: What does a cotton shirt and water have in common?
- Allow responses and discussion
- Ask students if they can guess the amount of water needed to grow and create the cotton/shirt
- Reveal the answer

Body of Lesson

Modeling

- Ask students if they can think of other products needing water in the manufacturing process
- Discuss the students' responses

Guided Practice

- Explain the assignment to the students: They will receive a list of products and identify if they need water to be manufactured, and if so, how much water is needed.
- Distribute list to students
- Distribute worksheet with questions related to the assignment
- Allow students to use the Internet or other resources
- Remind students to use multiple sources for information
- Students must answer the worksheet questions for each product
- Ask students to also include alternatives to the product which might help conserve water. (For example, instead of a cotton shirt, use of another fabric or material.)
- Once they are completed, the students will turn in the list with responses to the questions

Independent Practice

- For homework: Have students list every day uses of water at home or other places, and to research the average amount used by each person per year. (Drinking, showering, etc.)

Closing

Discuss the importance of conserving water, effects of water pollution, droughts, etc. Price increases, lack of drinking water, wasting water, and other related issues. Have students share homework research.

Assessment & Evaluation

Teacher-created quiz/test based on information about water, responses to worksheet questions.

Modification & Differentiation

Students do the research in pairs. Assign one product to each student to research amount of water used and alternatives. Students present information to class verbally. Create Power Point presentations.

Words of the Environment

JRDAssist
Middle School and High School Teacher
11
Save

On day one, the students will list as many words as possible related to environmental science and on day two connect the meanings of each to real life situations based on research.

Grade Level: 8 - 10th

Subject: Environmental, Science

Length of Time: 2-3 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.9.RST.2 -

CCSS.ELA-Literacy.9.RST.5 -

CCSS.ELA-Literacy.9.RST.4 -

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to identify, define, and relate environmental terms to their life and to the world in general.

Materials Needed

Internet access or other research resources (Choose a number of terms students will be responsible for: 10, 15, 25, etc.)

Prepare ahead of time: List of words related only to a separate topic not related to the environment as an example for students. (Human body: heart, lungs, bones, skin, disease, etc.)

Procedure

Opening to Lesson

- Say the sample topic aloud to students: Human Body
- Ask students to name one word related to the human body
- Make a list of their responses

- Ask students if they notice any unusual facts about the event(s)

Body of Lesson

Modeling

- Choose one student to verbally explain one of the terms to the class in three or four sentences
- Repeat, using three or four more terms
- Tell students that every term on display can be explained and related to the human body

Guided Practice

- Tell students the same thing can be done for the environment
- While at their seats, independently, have students list as many words they can think of related to the environment
- Next, allow students to research more terms using the Internet or other resources
- Tell students they are only to make the list of 25 (or other predetermined number) words related to the environment
- Remind students that words such as "birds" are not acceptable, even though they live in the environment, it is not an environment-related term
- Once each student has the list of 25 words, collect the lists (review each list)
- On day two, distribute a new list to each student
- Explain the rest of the assignment: They are to research each term and write a 3-4 sentence explanation for each word as to how it relates to the environment.
- As always, remind students to paraphrase and summarize the information found during their research
- Collect all final lists and explanations

Independent Practice

- For homework: Use some of the words and have students create a sub-list for those words. For example, for human body: heart- create *x*-number of words related to the heart. Do the same for environment.

Closing

Allow students to share some of the terminology, especially words they were not familiar with prior to the assignment. Remind students the first step in any topic is awareness. Knowing the terms increases awareness, which may lead to a more in depth study.

Assessment & Evaluation

Final written report with short three-four sentence explanation for each term identified from day one.

Modification & Differentiation

Students may work in pairs; prepare a list ahead of time; use one aspect of the environment (air pollution, water pollution, etc.); students creatively present their information using Power Point or other display options using graphics, pictures, etc.; assign one term to each student to do a more comprehensive and detailed report about it.

9th Grade Math Lesson Plans

Box Geometry

JRDAssist
Middle School and High School Teacher

Students will learn about using the formulas for the area of squares, rectangles, and triangles to determine how much paint and carpet to purchase for a room. In addition, they will learn about scale measurements.

 **Grade Level: 7 - 9th**

 **Subject: Math**

 **Length of Time: 40-50 Minutes**

Common Core Alignment

CCSS.Math.Content.7.G.B.6 - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Objectives & Outcomes

The students will be able to use the formulas for the area of squares, rectangles, and triangles for real world applications.

Materials Needed

- Various sizes of boxes
- scissors
- rulers
- paper
- pencil
- imaginary or actual advertisements showing cost of paint and carpet

Procedure

Opening to Lesson

- Once students are seated, the teacher will ask the class what color they would paint the walls of the room. Accept several answers.

- Next, the teacher will ask the students what type of carpet they would like to have in the room.
- The teacher will then ask students what they estimate it would cost.
- Ask the students the question, “How do we determine how much paint and carpet would be needed?”
- After accepting the various answers, guide students to the correct method to determine the cost of painting and carpeting the room.

Body of Lesson

Modeling

- Using the actual measurements of the classroom, help show students what they will be doing with their own rooms (boxes).
- Explain the procedure of subtracting windows and doorways from the total area of walls.
- Discuss the different costs of paints and carpets, per square foot or yard for coverage purposes.

Guided Practice

- Distribute a different size box to each student. Have them cut two or three “windows” and “doors” in each box.
- Students will then measure the windows and doors, using a set scale to turn the inches or centimeters into feet or meters to approximate the size of a room.
- Students will measure the sizes of the “rooms”- boxes.
- Students will subtract doorway and window sizes from total surface area of the “walls”.
- Student will measure the “floor” of the room.
- The students will determine the amount of paint needed for the walls and the amount of carpet need for the floor.
- Using the advertisements, the students will estimate the cost of painting/carpeting the room.

Independent Practice

- The teacher will distribute a handout with several similar word problems and/or diagrams or blueprints of actual rooms for students to calculate the costs
- Assign students to calculate the cost of remodeling a room at their home
- The teacher will collect the completed page(s). This will be used as an assessment.

Closing

Ask students what other costs are involved in remodeling the room, such as labor, supplies, etc. Have them think about the variables involved, such as extra coats of paint, plusher or more expensive carpeting. Don’t forget the ceilings.

Assessment & Evaluation

Handouts/Worksheets with word problems having similar questions related to estimating the amount of carpet and paint needed for rooms in a house or building.

Modification & Differentiation

Students may work in pairs. Have students switch their box with another student for further practice. As a homework assignment or extra credit, have students measure an actual room in their home to determine amount of paint/carpet needed. Have students determine the total cost of paint and carpet.

Charity Begins at School

JRDAssist
Middle School and High School Teacher

Pairs of students will design, plan, and create an imaginary fundraiser for a charitable organization.

Grade Level: 9 - 12th

Subject: Math

Length of Time: 3-4 Class Periods

Common Core Alignment

CCSS.Math.Content.HSF.LE.A.2 - Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

Objectives & Outcomes

The students will be able to analyze the needs of a charitable organization, and then design and plan an imaginary and creative event/program to raise funds for the organization.

Materials Needed

Access to the Internet or other resources to research charitable organizations, display boards, Power Point program or other needs for students' classroom presentations

Prepare ahead of time: Example of recent fundraisers held by charities to raise money for various needs.

Procedure

Opening to Lesson

- As students walk into the classroom, the teacher will hold out a container asking students for small donations for a charity. (Tell each student to remember what they give. This is in order to return the money later.)
- Ask students how they feel about charitable giving and if any of them have ever been involved in a fundraiser, even by volunteering or giving.
- Allow responses and discuss the different events.

Body of Lesson

Modeling

- Display some of the events the students mention
- Ask students which of the events would probably raise the least or most amount of funds
- Ask students which one sounds like the most or least fun
- Ask students: What would you change about each event?
- Allow for responses. Tell students they will be creating a fundraising event.

Guided Practice

- Distribute the prepared rubric for the assignment
- Assign students in pairs.
- Go over the rubric checklist and answer any questions students may have about it
- Tell students the fundraiser can last no longer than 3 days, but must last at least one day.
- The students will then use the Internet or other resources to choose a real charitable organization to discover their needs.
- The students must decide on a fundraising goal and time frame
- Encourage students to be creative with their ideas
- Next, the students will spend time designing and planning a fundraiser to reach the goal.
- The students must create equations for number of participants expected, donated money, etc., and how the goal will be accomplished
- The expenses must also be considered, volunteers needed, etc.
- Communication of the fundraiser to possible participants
- Finally, the students will be required to present all information, ideas, and other data to the class during a presentation

Independent Practice

- For homework, have students write a short essay about the experience, what they learned and why it is important to plan ahead for events such as fundraisers.

Closing

Allow students to share some of their homework responses. Ask students what some of the obstacles might be in having fundraisers.

Assessment & Evaluation

Rubrics to determine the students included the details needed in planning the event, presentation, etc.

Modification & Differentiation

Students do the research individually or in larger groups. Use local charitable organizations. Allow the class to pick the best fundraiser and follow through with it as a school event. Have students write letters to the charitable organization outlining the idea. Increase or decrease the time limit of the event.

Ice Cream Cones, Baseballs, and Cans

JRDAssist
Middle School and High School Teacher

Students will work in pairs to practice finding the volume of cones, cylinders, and spheres using everyday objects.

Grade Level: 7 - 9th

Subject: Math

Length of Time: 1-2 Class Periods

Common Core Alignment

CCSS.Math.Content.8.G.C.9 - Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Objectives & Outcomes

Using everyday objects the students will be able to find the volume of cones, cylinders, and spheres using the formulas for each. The students will be able to create problems for peers to solve related to the objects.

Materials Needed

List of formulas to find the volume of a cone, sphere, and cylinder, calculators

*Students should be asked a week or two ahead of time to collect empty containers or objects such as cans, cones, different sizes of balls, ice cream scoops, lids, etc. Anything that is sphere, cone, or cylinder-shaped.

Prepare ahead of time: Have an example object such as an empty tennis ball container and tennis ball (or other objects) to explain instructions to students. Sort collected objects to distribute to student pairs.

Procedure

Opening to Lesson

- The teacher will display sample objects to students
- Ask students what is similar between each object (circular shape included)
- Display the volume formulas for each shape

Body of Lesson

Modeling

- Ask students what kind of question can be asked about the sample objects besides simply finding their volumes
- Allow students to respond (An example might be: How many golf balls may fit inside a tennis ball container?)
- Tell students they will be asked to use containers to measure and create word problems for peers

Guided Practice

- Pair students
- Distribute volume formula page to each student
- Distribute some collected objects to pairs of students (Number of objects will be based on the length of time lesson will be presented.)
- Tell students they are first to find the volume of each object
- Next, they are to create a predetermined number of word problems to be solved by their peers
- Encourage students to be creative. They can also use fractions of an object. (For example, an ice cream scoop is half of a sphere, a question using a cone or cylinder could be: How many scoops of ice cream will fit in...?)
- Students must also create the questions using correct grammar, punctuation, etc. There should also be an answer key and explanation for solving included.
- Once all students have completed the predetermined number of questions, the pairs of students will exchange them with other pairs of students to solve each other's created word problems.
- Depending on the time frame for the lesson, the exchanging could occur more often.
- The teacher should monitor the work of the students as they create and solve the problems during class time.

Independent Practice

- For homework: Students will find two objects at home and create 3 to 5 word problems using the new objects.

Closing

Allow students to share homework assignment, discuss the reasons it is important to accurately know the volume of objects. (Use examples of gas tanks, propane containers, etc.)

Assessment & Evaluation

Worksheet or other assessment tool with word problems to find the volume of cones, cylinders, and spheres.

Modification & Differentiation

Students may work alone in or in larger groups; assign specific pairs to do only cylinders, spheres, or cones or combination; use created word problems on a test or quiz; do not allow the use of calculators.

The Ideal Town

JRDAssist
Middle School and High School Teacher

Based on research the students will design a small town with a pre-determined population, assuring there is enough living space, parking spaces, and a sufficient water supply.

Grade Level: 9 - 11th

Subject: Math

Length of Time: About 2 Hours

Common Core Alignment

CCSS.MATH.CONTENT.HSG.MG.A.2 - Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

Objectives & Outcomes

The students will be able to apply concepts of density based on area and volume in creating the model of a small town with a pre-determined population.

Materials Needed

- graph paper
- pencils
- calculators
- area/volume formulas
- Internet access

Prepare ahead of time: Teacher will need to research various sizes of cities and the population per square mile, handout with directions

Procedure

Opening to Lesson

- Display several statistics related to cities throughout the country
- Ask students to explain the differences between the various cities

- Discuss their responses, guide students to think about what an ideal number would be for each category
- Ask this question: What if you were able to design the perfect-sized town? What would it look like?

Body of Lesson

Modeling

- Tell students they will design a town for a pre-determined population (Decide this number in advance.)
- Distribute the handout with the directions for the model
- Tell students they must focus on four areas: density of people (number per square foot), house/land size, parking spaces for *x* number of cars, and what size water wells will be needed for each house, and the water tower for the town.

Guided Practice

- The students will use the Internet to research the amount of ideal space for a person, and other information to assist them in creating the "model" town.
- The students will gather all of the information to use prior to designing the town
- The students will use the graph paper to draw to the scale a diagram of their towns
- On separate graph paper the students will design an ideal home based on their research
- Students are to include homes for various sizes of families, consider sizes of space, etc.
- On another sheet of graph paper they will design a round well for water
- The students will continue working on the design until all areas of focus are covered in the small town
- Each student will write a report explaining the process involved, the difficulties, and the justification for their choices
- The students will take turns presenting their designs to their peers in one-on-one sessions

Independent Practice

- Commercial or teacher-created work sheet with numerous problems for students to solve. The teacher will collect and assess the student's problem solving skills

Closing

Ask students to discuss which areas of focus caused them the most difficulty and how they solved the issue. Discuss with students the amount of density in large cities versus rural areas.

Assessment & Evaluation

Teacher-created or commercial worksheet with numerous problems for students to solve using basic geometry formulas including area and volume.

Modification & Differentiation

Students may work in pairs. Create 3D models to scale using craft sticks. Include other requirements such as school size and parks for children, number of streetlights needed for roads, farmland for the towns food needs, etc.

9th Grade P.E. Lesson Plans

Multi-Ball Basketball

JRDAssist
Middle School and High School Teacher

The student will participate in a game of basketball using various sizes of available balls.

Grade Level: 9 - 12th

Subject: P.E.

Length of Time: 1 or 2 Class Periods

Objectives & Outcomes

The students will be able refine skills of a lifetime activity, basketball, interacting with respect and sportsmanship with their peers.

Materials Needed

Different sizes and types of sport's balls: basketball, soccer, whiffle ball, dodge ball, nerf ball, of any other ball that can fit into a basketball hoop

Prepare ahead of time: Set up teams of students, collect different sport's balls, assign a point value to each ball (smaller = less points), create scoring sheets

Procedure

Opening to Lesson

- Display the different sized and types of sports' balls for the students to see
- Ask students which sport each ball is normally used for
- Allow for responses
- Ask students what every ball has in common except for being a rounded shape (a football is okay to use)
- Allow for responses
- The answer: Every ball can fit into a basketball hoop

Body of Lesson

Modeling

- Throw one of the balls into a nearby hoop, hopefully successfully
- Ask students if the size or type of ball will make it easier or harder to score a basket
- Allow for responses (It may be easier to score with the smaller balls, depending on the type, bounce, etc.)

Guided Practice

- Explain Multi-Ball Basketball and the rules
- Give the point total for each ball
- 7 on 7 and two balls may be used per team at any given time
- Teams may exchange either ball at any time during the game, official ball exchanger standing near center court, one for each team
- Dribbling not necessary, but a pass must be made within 3 seconds of possessing the ball
- There are no dead balls, time outs, throw-ins, etc.
- Game is to be fast paced and almost non-stop
- All other basic basketball rules are enforced, fouls, etc.
- Assign students to their teams
- Assign coaches (optional)
- Game continues until end of class or preset time limit

Independent Practice

- For homework, assign students to write a report about the history of a sport that uses a ball, focusing on the development of the specific ball over the years since the sport's inception

Closing

Following the first game, discuss the experience with students, ask for suggestions for rule changes, etc.

Assessment & Evaluation

Assess the student's in the usual manner for a PE class

Modification & Differentiation

Use more or less balls for the game; adapt rules relative to students' abilities and skills; assign students who are unable to play as coaches/scorekeepers; play half-court games to increase simultaneous participation; adapt length of games; use soccer nets instead of basketball goals (Multi-Ball Soccer)

Music Movement

JRDAssist
Middle School and High School Teacher

The students will move to the music based on its beat, words, tune, and other variables.

Grade Level: K - 12th

Subject: P.E.

Length of Time: 1 Class Period

Objectives & Outcomes

The students will be able to use listening skills, coordination, and other physical movements to experience an effective workout.

Materials Needed

Music player

Prepare ahead of time: The teacher must prepare a 30 to 45-minute selection of various tempos and types of music. Slower pieces should be shorter in length than the faster pieces. Start slow and then mix it up. It needs to include slow music as "rests" for the students. Use a wide range of music from classical to rap to pop. Prepare a specific area in the gym each student must remain; use cones or other markers if necessary.

Procedure

Opening to Lesson

- Ask: Who likes to dance to music?
- Allow for responses and discussion.
- Say: Well, today, you won't be dancing, but you will hear music, and you will be moving.

Body of Lesson

Modeling

- The teacher will play some sample music and show the students the different types of slow and fast movements they can make.
- Remind students they will not, and are not permitted to, dance with other students.

Guided Practice

- Tell students to check their heart rates and remember the number.
- Begin the music. Encourage students to be creative with their movements.
- Be sure students remain in their "spots".
- Play the music loud enough so students cannot carry on conversations with others.

Independent Practice

- Encourage students to create their own music to use at home for exercise.

Closing

- Students check their heart rates again for comparison.

Assessment & Evaluation

Students check heart rates prior to and then after the activity.

Modification & Differentiation

Use in a classroom setting, but students can only move arms and legs, staying near the desk. Use outdoors once a week for the entire school to participate. Adapt movement requirements for physically challenged students. Hearing impaired follow other students' movements. Allow students to take turns creating the 30 to 45-minute music selection, especially for older grades.

Olympic Fair

JRDAssist
Middle School and High School Teacher
8
Save

The students, with a partner, will research and simulate Olympic events on a small scale as a homework assignment and for other PE classes.

Grade Level: 9 - 12th

Subject: P.E.

Length of Time: 1-2 Class Periods

Objectives & Outcomes

Using research of an Olympic event, the students will be able to model the movements and other aspects of the event. During school PE classes, the students will be able to teach other students about the sport, show movements/actions, etc.

Materials Needed

Access to Internet for research, athletic equipment relative to each sport

Prepare ahead of time: Create a list of at least 1 Olympic sport for every two students in PE class, Worksheet/Questions with research requirements, assessment/rubrics for PE Olympic Fair, pick a sport for opening of assignment

Procedure

Opening to Lesson

- Teacher will present a video or photo of an Olympic sport for students to watch
- Ask the students if they could simulate the movements/actions in the sport
- Allow for discussion

Body of Lesson

Modeling

- Ask students if they would be able to participate in the sport if they were shown some of the movements
- Allow for discussion
- Show students the list of Olympic sports

Guided Practice

- Explain the assignment to the students: They will research one Olympic sport, training involved, and some of the movements/actions involved; and then during an Olympic Fair, other classes from the school will visit the PE class and the students will educate/instruct visitors about the sport, which will include simulating movements/actions
- Pair students
- Assign one sport to each pair of students
- Distribute Questions/Worksheet for responses and guidance
- Guide students to the use of the Internet for research and information
- Remind students they will be hosting students at the Olympic Fair as visitors will be asking questions
- Encourage students to be specific with the details to present to the visitors
- Students must also create alternatives for students unable to normally participate in a sport due to a disability or restriction
- Encourage students to produce a creative handout or item to give to each visitor to the Olympic Fair (souvenir)
- Prior to the Olympic Fair, have students review their research, supplies needed, including any athletic equipment that may be needed
- Schedule the Olympic Fair for one or two days so other classes can visit during PE classes

Independent Practice

- As a homework assignment, have students write a brief summary of the experience, what they learned, how visitors reacted, what they would do differently, and another comments related to the experience. A self-evaluation.

Closing

Using the homework responses have class discussion about the Olympic Fair, changes needed, plusses and minuses, etc.

Assessment & Evaluation

Assessment page used during Olympic Fair

Modification & Differentiation

Students work alone, in threes; select just 4 or 5 pairs of students to present information to classes; focus on one sport per week during the school year based on student research; have students include research on the history of the sport; allow students to pick the sport they will research.

The New PE Class

JRDAssist
Middle School and High School Teacher

The students will create a PE activity to share and demonstrate to peers.

Grade Level: 9 - 12th

Subject: P.E.

Length of Time: 2-3 Class Periods

Objectives & Outcomes

The students will be able to create a new and original game/activity for a PE class, as well as identify and calculate approximate calories burned, physical benefits of activity, variations for physically disabled, and the advantages/disadvantages of the activity. The activity must involve physical movement, either upper body, lower, or both.

Materials Needed

Access to the Internet or other resources to compare other activities for calories burned, muscle movements, etc. Possible PE class supplies such as cones, balls, etc.

Prepare ahead of time: Rubric for assessment purposes. Make up a new sample game/activity for demonstration.

Procedure

Opening to Lesson

- Ask students: What is your favorite PE activity of all time, any grade level?
- Allow for responses and discussion.
- Ask students what they liked best about it and why
- Allow responses and discussion
- Contrast the question asking about the worst PE activity ever and why
- Allow for responses and discussion

Body of Lesson

Modeling

- Teacher will demonstrate new sample game/activity to students
- Tell students the benefits, approximate calories burned, etc.
- Ask students what grade level they think it is appropriate for
- Tell students they will be inventing a game/activity for demonstration and presentation

Guided Practice

- Explain the assignment in detail to the students
- Distribute rubrics
- Encourage students to think outside the box
- Remind students to recall what they liked and disliked about past PE activities
- Tell students the activity must involve physical movement of some kind
- Allow students to use the Internet or other resources for calorie research, muscle use, alternatives for disadvantaged students, etc.
- Remind students to identify the grade level for the activity
- Tell students some of their "inventions" may be used for future PE classes at other grade levels
- Have students present the activity to their peers during regular PE sessions
- Teacher will use the rubric to assess the presentation

Independent Practice

- For homework: Have students create a marketing poster or Power Point presentation to publicize their new game/activity for use in other schools.

Closing

Students present marketing posters for display in the gym or other prominent location. Discuss with students the challenges they faced in trying to create a new game/activity.

Assessment & Evaluation

Rubric for assessment for each student based on creativity, presentation, and other objectives.

Modification & Differentiation

Students work in pairs. Assign specific types of activities to each student: Example- must use a ball, must involve running, must involve gymnastic moves, age-level, etc. Demonstrate to other grade level PE classes.

9th Grade Science Lesson Plans

Chemical Eating

JRDAssist
Middle School and High School Teacher

Using the Periodic Table of Elements the students will research ingredients listed on food product labels.

Grade Level: 8 - 10th

Subject: Science

Length of Time: 2-3 Class Periods

Objectives & Outcomes

The students will be able to identify the elements used in various food products based on the ingredients listed on the labels. Using various resources the students will be able to indicate the positive or negative benefits and/or side effects of the elements when consumed.

Materials Needed

- Internet access or other resources
- Power Point program access, or supplies needed to create display boards for a class presentation

Prepare ahead of time: As many different food labels as possible from a variety of products, the longer the ingredient list the better; a sample label with ingredients to display and a listing of a few of the elements used in a couple of the ingredients

Procedure

Opening to Lesson

- Teacher will display the name of a common element from the periodic table which is also found in many food products
- Ask students: How many of you have consumed this element?
- Accept the responses from students
- Reveal the food product and where it is found
- Ask students if they were aware of the many elements or chemicals found in the food they eat

Body of Lesson

Modeling

- Display the sample food label highlighting some of the ingredients
- Ask students how many of the ingredients they are familiar with and which ones they may have never seen or heard of before today
- Discuss the responses
- Identify some of the elements in the ingredients
- List the positive benefits and/or negative side effects of consuming the element/chemical

Guided Practice

- Distribute 3-5 food labels to each student (If possible give at least one each for a "healthy" food product, junk food product, and a liquid food product)
- Explain the assignment to students: Using the food labels the students will research each of the ingredients using resources found on the Internet
- The students will list each of the elements for each product, as well as the chemical formulas if possible
- Direct students to research the positive benefits and/or the negative side effects of each ingredient as well
- Encourage students not to overlook common ingredients which they assume will be healthy, or unhealthy.
- Remind students to find facts about each product, not myths
- Once completed with the research direct students to prepare a presentation for the class
- Explain to students the expectations (or rubrics) for the presentation
- Assign the students time slots to present the information to the class
- On day three or later, each student will present their research to the class and respond to their peers' questions.
- Use the assessment or rubric page to evaluate the presentations
- Continue until all students have had a chance to present the information

Independent Practice

- Create a test or quiz related to the Periodic Table of Elements

Closing

Have a class discussion about the safety or concerns with some of the elements/chemicals researched? Discuss healthy alternatives or other topics related to "natural" foods. Discuss additives.

Assessment & Evaluation

Assessment page used during presentations, multiple choice quiz/test to evaluate students' knowledge of the period table.

Modification & Differentiation

Allow students to work in pairs or larger groups. No class presentation, all written work turned in for evaluation. Use of more or less ingredient labels. Have students provide the food labels for the research. Limit the number of presentations.

Cost of Recycling

JRDAssist
Middle School and High School Teacher

Each pair of students will trace 1 single recyclable product, from manufacturer to recycling center, examining costs of making the product and recycling it, answering the question: Is recycling worth it?

Grade Level: 9 - 11th

Subject: Environmental, Science

Length of Time: 3-4 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.10.RST.2 -

CCSS.ELA-Literacy.10.RST.8 -

CCSS.ELA-Literacy.10.RST.7 -

CCSS.ELA-Literacy.10.RST.9 -

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to trace a single recyclable product from manufacturer to the recycling center, identifying each step, its real cost, environmental cost, and other aspects of the product.

Materials Needed

Internet access or other resources, one recyclable product for each pair of students, display board and materials for class presentation (graphs, charts, etc.)

Prepare ahead of time: If possible, enough recyclable products to give one to each pair of students in the class (not absolutely necessary, but having the item makes it more real)(Aluminum can, plastic bottle, cardboard, newspaper, other paper, old cell phone, other metals, rubber, Styrofoam, etc.); rubrics to follow for presentations

Procedure

Opening to Lesson

- Display each recyclable product for students to see
- Ask students: How many of you use these products each day or week?
- Allow responses and discussion.
- Ask them how often they recycle the product, separating it from other trash, etc.

Body of Lesson

Modeling

- Ask students: Do you think it makes a difference to recycle?
- Allow for responses and discussion
- Ask students how they can find out the value of recycling
- Encourage students to also think about the value of recycling for the environment
- Allow for responses and a short discussion

Guided Practice

- Pair students
- Distribute one product to each pair of students
- Explain the assignment: The students will trace the item from manufacturer to the recycling center, identifying the cost involved along its path.
- Remind students to not only look at financial cost, but also the effect on the environment and other variables
- Have students use the Internet or other resources for researching the product
- Encourage students to use different terms for Googling or for using other search engines (For example, simply typing in "aluminum can" may not be sufficient, instead use "What is the cost of making (or recycling) an aluminum can?".)
- Once research is completed, students are to create charts, graphs, or displays for use in a presentation to the class.
- Remind students they are to refer to the rubrics or assignment sheet making sure they answered all of the questions
- Plan times for presentations
- Following each presentation, discussion may follow

Independent Practice

- For homework, ask students to do a home search to discover how many items in their home are recyclable and to make a list of them. If unsure, if it is recyclable, they will do an Internet search by simply asking: "Are old "pillows" recyclable? Or other items.

Closing

Have students come up with alternative uses for recyclable products. For example, taking old soda cans and creating a wall or other structure by joining them together, old boxes turned into furniture or shelving. Use a class period building things out of recyclables.

Assessment & Evaluation

Assess the presentations based on pre-determined rubrics

Modification & Differentiation

Students may work alone/larger group. Same product for entire class. Half the class gets one product, other half a second product. Do not give the product. Have students choose which product to use. Reports instead of class presentations or Power Point displays. Fieldtrip to a recycling center and/or a manufacturer of products. Assign one-half of the class to identify costs of manufacturing, other half researches the cost of recycling.

Creature Connection

JRDAssist
Middle School and High School Teacher
9
Save

The student will research three living creatures, write a short report for each, and discover the ecological connections between each.

Grade Level: 7 - 9th

Subject: Science

Length of Time: About 2-3 Hours

Objectives & Outcomes

The students will be able to research three creatures, report findings about each one, and identify and effectively communicate the ecological connections between each one using drawings, pictures, or other types of displays.

Materials Needed

- Internet access or other resources
- Colored pencils
- Markers
- Poster board

Prepare ahead of time: Example display of three creatures (animals, insects, birds, etc.) showing connections between them. (Example: bird, dog, spider- show connection between dog maybe trying to eat bird, bird & dog protective layer, spider and bird eats insects, etc. Similarities may be included.) Prepare a list of creatures, three for each student in the class.

Procedure

Opening to Lesson

- Ask students how a human, fish and bear are connected in life, or use another prepared example
- Accept all logical responses
- Discuss and explain how all living creatures are connected in one way or another, etc.
- Ask for a few other facts about each

Body of Lesson

Modeling

- Distribute the three creatures each student will research on their own
- Encourage students to do research from the perspective of the other two creatures, as well, think about how each of them are connected

Guided Practice

- The students will use the Internet or other resource to write a report about each assigned creature. (Length determined by teacher.)
- Information gathered is to include various behaviors, interesting facts, how they communicate, eating habits, typical size, and much more
- Remind students to seek connections among the assigned creatures during their research
- Once completed with the research, have students discover a method to effectively communicate the connections (charts, drawings, pictures, etc.)
- Distribute the supplies (poster board, colored pencils, markers, etc.)
- Students will prepare the display board (or computer graphic) to clearly show the connections between each creature
- The students will display their final assignment to the rest of the class, presenting the information found.

Independent Practice

- Teacher will prepare a large list of animals and the students will try to pair the creatures using just one similarity by identifying a connection.

Closing

Ask students again about how all creatures are connected, but also ask how plants may be connected to animals, or trees, or other living things.

Assessment & Evaluation

Teacher-created or commercial worksheet with multiple choice/matching questions related to student's research information.

Modification & Differentiation

Students may work in pairs/threes. Have each student research one animal and then meet with another to identify connections, and continue throughout the class finding connections. Use two animals or four. Have students present 1st person reports or speeches talking as a different animal and how they can be connected, in a skit if students work in twos or threes. Use pieces of yarn on a display board showing connections.

Glad Scientists

JRDAssist
Middle School and High School Teacher
7
Save

A pair of students will research a specific scientist from the past and present information to the class and carry out one of his/her experiments.

Grade Level: 7 - 9th

Subject: Science

Length of Time: About 3 Hours or More

Objectives & Outcomes

The students will be able to use a variety of resources to research the life, writings, theories, and other information about a specific scientist from the past. The students will effectively communicate the information to their peers through a classroom presentation, which will include replicating one of the scientist's experiments.

Materials Needed

- Internet access or other resources
- Supplies needed for experiment (provided by students or classroom inventory)
- Use of display boards or Power Point access

Prepare ahead of time: Isaac Newton info and apple for mini-presentation, a list of *(x)* number of scientists students will be assigned to research, inventory of supplies that may be needed to carry out experiments, instruction page, evaluation rubrics for assessment page.

Procedure

Opening to Lesson

- Teacher will display an apple or be eating one as students walk into the room.
- Show a photo of Isaac Newton with a few facts about him
- Drop a second apple to the floor
- Ask students what concept you have just shown to them (Gravity)

Body of Lesson

Modeling

- Explain to students the assignment: They will research a scientist and will present and carry out one of the scientist's experiments, studies, or theories to the class
- Pair students
- Distribute instruction page to each pair of students with the scientist's name shown
- Be sure students clearly understand the assignment

Guided Practice

- Allow students at least one class period to do the research, preparing display board or Power Point slides
- Ensure the pair of students are working cooperatively and the work is done together
- Have students create a list of needs for the experiment, or other required supplies
- Make suggestions when necessary
- On day two, allow students to carry out their experiment on a limited basis practicing their presentations (Some experiments may need to be done one time, others the students may need to "practice", still others may need to be done only during the presentation)
- Assign the students time slots to present their reports and experiments to the class
- On day three or later, each pair of students will present their research and replicate the experiment or study.
- Use the Assessment page to evaluate the presentations
- Flowing each presentation, allow a short Q and A period
- If the result of an experiment does not match the expected outcome, explain that this probably happened to the real scientist as well
- Continue until all students complete the assignment

Independent Practice

- Create a short test or quiz about the scientists with questions related to the class presentations

Closing

Have a discussion about the difficulties in research from the past to researching today. Why might it be easier to research today? What may make it more difficult? Are the variables the same?

Assessment & Evaluation

Assessment page used during presentations

Modification & Differentiation

Group students in threes/fours or alone. Presentation done for other classes, especially lower grade level students. Allow students to choose own scientist to research, randomly choose, or use current scientists in the news. Use different example instead of Newton. Allow students to dress in the era of the scientist.

Menus to Save the Earth

A. Wills
Multiple Subject Teacher
16
Save

Students will understand the impact that packaging and out of season items have on the environment. Students will create a week long menu using only basic foods and in-season items available in the area.

Grade Level: 9 - 12th

Subject: Environmental, Science

Length of Time: 30 - 40 Minutes

Objectives & Outcomes

Learners will be able to find appropriate meal options to create an environmental impact and a financial one.

Materials Needed

- paper
- pencil
- computer access
- list of seasonal foods for the area

Procedure

Opening to Lesson

Begin by asking students a question: How does buying prepackaged products or food that is out of season affect the environment? Answer: Additional fuel costs for transport as well as environmental impact of that transport, additional packaging and preservatives with an environmental impact, financial impact as it costs more out of season and with packaging, etc.

Body of Lesson

- Tell students that they are being challenged to help save the environment one meal at a time.
- Explain that you have a list of seasonal foods that are available at a local market(stand/farmer's market).
- Have students create a menu for an entire week (two to three meals daily) that uses only items that are seasonal (this does not include spices or basic ingredients).
- This can include meats if during the season in which the meat is most readily available.
- Winter usually means beef prices rise so this is not seasonal.

- Allow students to use the computer to find simple recipes to share with their menu items.

Closing

Challenge students to create their meals for the week and see how their family and friends enjoy the seasonal items.

Assessment & Evaluation

Students will be assessed on participation through valid choices and creation of a week-long menu

Modification & Differentiation

Students may need some guidance in getting started or could work in a small group.

Oil and Grease

JRDAssist
Middle School and High School Teacher
6
Save

The students will research oil and grease recycling.

Grade Level: 9 - 11th

Subject: Environmental, Science

Length of Time: 3-4 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.10.RST.2 -

CCSS.ELA-Literacy.10.RST.9 -

CCSS.ELA-Literacy.10.RST.7 -

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to identify the consequences of oil pollution, the sources of used oil/grease, and using Internet research and other resources, alternatives for used oil and grease.

Materials Needed

Internet access or other resources, Power Point program access, or supplies needed to create display boards for a class presentation

Prepare ahead of time: Containers of oil and grease (car, cooking, etc.), see-through container of water for display; rubrics for presentations

Procedure

Opening to Lesson

- Teacher will display the containers of oil/grease and the water
- While saying: “As you know oil and water do not mix well…”, combine the water and oil
- Ask students: What do you know about oil pollution in bodies of water?

Body of Lesson

Modeling

- Allow for comments and discussion
- Ask: What other oils (or grease) may be a problem for the environment?
- Allow for comments and discussion
- Ask for the advantages/disadvantages of the use of oil and grease
- List responses

Guided Practice

- Pair students
- Explain the assignment to students: They are to use the Internet or other resources to identify the consequences of oil pollution, sources of oil/grease, some available alternatives for recycling the oil/grease
- Distribute the rubrics or a prepared list of questions or other information needed to use for the class presentation
- Allow students at least two class periods to do the Internet research
- Remind students to use multiple sites for research related to the consequences as well as the alternatives
- Encourage students separate fact from fiction
- Remind students to find facts about each product, not myths
- Encourage students to prepare a Power Point presentation to share with the class or use display boards
- Students must address each of the rubrics in the report and/or presentations
- Assign the students time slots to present the information to the class
- On day three or later, each student will present their research to the class and respond to their peers' questions.
- Use the assessment or rubric page to evaluate the presentations
- Continue until all students have had a chance to present the information

Independent Practice

- Create a test or quiz related to student presentations

Closing

Have a class discussion about what a student could do immediately to help prevent oil/grease pollution or contamination in water, or what changes they can make to help the environment with this issue.

Assessment & Evaluation

Assessment page with rubrics used during presentations, multiple choice quiz/test based on students' class presentations

Modification & Differentiation

Allow students to work alone or in larger groups. No class presentation, all written work turned in for evaluation. Limit the number of presentations if under time constraint. Focus on a single source of oil, like French fry oil or automobile oil, etc.

Saving the World: A Gift at a Time

A. Wills
Multiple Subject Teacher
5
Save

Students will find, list, and explain how to limit consumption of new goods by designing an alternative registry for an event (wedding, birthday, anniversary)

Grade Level: 9 - 12th

Subject: Environmental, Science

Length of Time: 30 - 40 Minutes

Objectives & Outcomes

Learners will be able to find appropriate gift alternatives that would limit consumer consumption and benefit the environment.

Materials Needed

- paper
- pencil
- computer access (optional)

Procedure

Opening to Lesson

Begin by asking students a simple question: What do the following have in common (birthdays, holidays, anniversaries, weddings, graduations)? Answer: All celebrations, all typically receive gifts (have registries). Explain to students that each of these events can also be tough on the environment because of an increased level of consumption of both goods and resources to create those goods. Have students talk about what happens during such an event (lots of trash, travel to other people's homes, wasted gifts, etc.)

Body of Lesson

- Explain that there are ways to celebrate without harming the environment on such a large scale.
- Tell students that this does not mean that no gifts will be exchanged, just that the gifts may be different than expected.
- Tell students that they will be creating an alternate gift list (or registry) for the event of their choosing.
- Explain that the gifts should be appropriate, but limit the impact on the environment.

- One example may be that a person asks to have the oil in their car changed instead of asking for new seat covers.
- Allow students to create their alternate registry. Display registries.

Closing

Have students discuss one item that they would consider giving up for a less consumable option for the upcoming holidays (events). Why would this be something worth changing?

Assessment & Evaluation

Students will be assessed on participation through valid choices and creation of a registry

Modification & Differentiation

Students may need some guidance in getting started or could work in a small group.

Six Degrees of Science Separation

JRDAssist
Middle School and High School Teacher
5
Save

Using a list of terms from all fields of science, the students will connect them in six or less steps to a non-science term, explaining scientific relationships during the process.

Grade Level: 9 - 11th

Subject: Science

Length of Time: About 45 - 60 Minutes

Objectives & Outcomes

The students will be able to identify and define science-related terms and relate them correctly to a non-science term in six or less steps.

Materials Needed

- One page of at least 10-20 terms used in different fields of science, one page of a list with the same number of non-science terms, Internet access or other resources
- Prepare ahead of time: Two lists shown above, one list numbered and other list lettered (use AA, etc. for more than 26), slips of paper with each number and letter listed, two containers- one for the number, one for the letters, two terms to use as a model and their connections (Example: gravity & couch, The six degrees of science separation- meteorology: study of rain: made of water: what a person drinks when thirsty: after doing some work: rest on a couch)

Procedure

Opening to Lesson

- Hold up a pen/pencil or other apparent non-science related object
- Ask: What does science have to do with a _____?
- Allow students to respond and have a short discussion related to comments
- Remind students how everything could be science-related

Body of Lesson

Modeling

- Display the two previously prepared science/non-science terms
- Allow students to make the connections between the two terms
- Explain how they will do the same thing with many other terms

Guided Practice

- Each student will randomly choose a term from the Science container and a term from the Non-Science container
- Encourage students to think "outside the box"
- The science term will be listed on top of the page and connections will proceed with explanations to reach the non-science term
- Following completion of each term the student will choose new terms and return their used term to the proper container
- They will continue until they do the predetermined number or until time is up
- During the exercise the students may use the Internet or other resources to find definitions, etc.
- The teacher will then end the lesson and allow students to share some of the Six Degrees of Science Separation

Independent Practice

- The teacher will assign additional science and non-science terms for students to complete for homework

Closing

Repeat the opening question: What does science have to do with _____. Allow responses and stress how everything in the world can be connected, importance of respecting the environment/world, etc.

Assessment & Evaluation

Three to five more connections as a homework assignment using new terms not used in the classroom.

Modification & Differentiation

Students may work in pairs. Do together as an entire class project/discussion, brainstorming ideas for connection. Choose science terms studied in current classes. For non-science terms, pick a specific theme (Example may be art, music, etc.)

The Science of Verbs

JRDAssist
Middle School and High School Teacher
8
Save

The student will connect science to everyday, unusual, or rare actions carried out by people.

Grade Level: 8 - 10th

Subject: Science

Length of Time: About 2 Class Periods

Objectives & Outcomes

The students will be able to identify the science involved with common actions and behaviors of the human race. The students will be able to effectively explain in writing the science involved with human actions and behaviors.

Materials Needed

Internet access or other resources

Prepare ahead of time: A method of displaying students' responses during the opening of the lesson, which can be saved and referred to if necessary.

Procedure

Opening to Lesson

- Teacher will tell students: Today we will be starting class with a writing lesson.
- Ask students: How many action verbs can each of you name?
- Accept all responses and list the actual action verbs using the display method (Defining action verb may be necessary for some students.)

Body of Lesson

Modeling

- Ask students: How do you think these action verbs are related to science? Or, how is science related to each action/behavior?
- Encourage students to think about the science behind each action/behavior (Example: Walking: How many muscles are involved? How do joints allow people to move? The list could be endless.)

- Encourage students to go beyond the usual and think outside the box for each action

Guided Practice

- Assign 3 to 5 actions to each student from the generated list (Keep track of the actions/students)
- Tell students they are responsible for identifying the science behind the action
- Remind them to think about: How? Why? What? Comparing/Contrasting and more
- Students may create their own questions to answer about the action as well
- Once completed with the research, have students write an essay (pre-determined length) about each of the actions and the science involved
- Share a suggested starting point for the essay: For example, "Eating is an action a person takes part in every day. There are numerous science concepts related to eating…"
- Once completed with each essay the students will turn them in to be evaluated for accuracy, effective communication, and writing style

Independent Practice

- For homework, assign one more action verb to each student to research, but also have the students interview five adults, asking the question: What does science have to do with (verb)? Write one more essay and the responses to the interview question.

Closing

Discuss the responses from the students' interview question. Ask: Why is it important to understand the science of everyday actions/behaviors? Finally, write the word "noun" on the board, and ask students to name some persons, places, and things. End the lesson.

Assessment & Evaluation

Assess the completed written reports based on pre-determined rubrics

Modification & Differentiation

Students may work in pairs. Prepare a list of action verbs to use ahead of time instead of allowing students to create the list. Instead of written reports, students give oral presentations. Assign more or less action verbs to each student.

Water, Water, Everywhere

JRDAssist
Middle School and High School Teacher

The students will identify products that need water to be manufactured, and the amount needed for each product.

 **Grade Level: 8 - 10th**

 **Subject: Environmental, Science**

 **Length of Time: 1-2 Class Periods**

Common Core Alignment

CCSS.ELA-Literacy.9.RST.2 -

CCSS.ELA-Literacy.9.RST.7 -

Objectives & Outcomes

The students will be able to identify products that are manufactured using water, and the amount of water used to make each product.

Materials Needed

Access to the Internet or other resources, list of products to research (some using water, others may not)

Prepare ahead of time: A sample product and the amount of water used to make/create the product (cotton shirt – 700 gallons). Worksheet with questions related to the assignment. Determine number of products for research.

Procedure

Opening to Lesson

- Display the cotton shirt or other sample
- Ask students: What does a cotton shirt and water have in common?
- Allow responses and discussion
- Ask students if they can guess the amount of water needed to grow and create the cotton/shirt
- Reveal the answer

Body of Lesson

Modeling

- Ask students if they can think of other products needing water in the manufacturing process
- Discuss the students' responses

Guided Practice

- Explain the assignment to the students: They will receive a list of products and identify if they need water to be manufactured, and if so, how much water is needed.
- Distribute list to students
- Distribute worksheet with questions related to the assignment
- Allow students to use the Internet or other resources
- Remind students to use multiple sources for information
- Students must answer the worksheet questions for each product
- Ask students to also include alternatives to the product which might help conserve water. (For example, instead of a cotton shirt, use of another fabric or material.)
- Once they are completed, the students will turn in the list with responses to the questions

Independent Practice

- For homework: Have students list every day uses of water at home or other places, and to research the average amount used by each person per year. (Drinking, showering, etc.)

Closing

Discuss the importance of conserving water, effects of water pollution, droughts, etc. Price increases, lack of drinking water, wasting water, and other related issues. Have students share homework research.

Assessment & Evaluation

Teacher-created quiz/test based on information about water, responses to worksheet questions.

Modification & Differentiation

Students do the research in pairs. Assign one product to each student to research amount of water used and alternatives. Students present information to class verbally. Create Power Point presentations.

Words of the Environment

JRDAssist
Middle School and High School Teacher

On day one, the students will list as many words as possible related to environmental science and on day two connect the meanings of each to real life situations based on research.

Grade Level: 8 - 10th

Subject: Environmental, Science

Length of Time: 2-3 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.9.RST.2 -

CCSS.ELA-Literacy.9.RST.5 -

CCSS.ELA-Literacy.9.RST.4 -

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to identify, define, and relate environmental terms to their life and to the world in general.

Materials Needed

Internet access or other research resources (Choose a number of terms students will be responsible for: 10, 15, 25, etc.)

Prepare ahead of time: List of words related only to a separate topic not related to the environment as an example for students. (Human body: heart, lungs, bones, skin, disease, etc.)

Procedure

Opening to Lesson

- Say the sample topic aloud to students: Human Body
- Ask students to name one word related to the human body
- Make a list of their responses

- Ask students if they notice any unusual facts about the event(s)

Body of Lesson

Modeling

- Choose one student to verbally explain one of the terms to the class in three or four sentences
- Repeat, using three or four more terms
- Tell students that every term on display can be explained and related to the human body

Guided Practice

- Tell students the same thing can be done for the environment
- While at their seats, independently, have students list as many words they can think of related to the environment
- Next, allow students to research more terms using the Internet or other resources
- Tell students they are only to make the list of 25 (or other predetermined number) words related to the environment
- Remind students that words such as "birds" are not acceptable, even though they live in the environment, it is not an environment-related term
- Once each student has the list of 25 words, collect the lists (review each list)
- On day two, distribute a new list to each student
- Explain the rest of the assignment: They are to research each term and write a 3-4 sentence explanation for each word as to how it relates to the environment.
- As always, remind students to paraphrase and summarize the information found during their research
- Collect all final lists and explanations

Independent Practice

- For homework: Use some of the words and have students create a sub-list for those words. For example, for human body: heart-create *x*-number of words related to the heart. Do the same for environment.

Closing

Allow students to share some of the terminology, especially words they were not familiar with prior to the assignment. Remind students the first step in any topic is awareness. Knowing the terms increases awareness, which may lead to a more in depth study.

Assessment & Evaluation

Final written report with short three-four sentence explanation for each term identified from day one.

Modification & Differentiation

Students may work in pairs; prepare a list ahead of time; use one aspect of the environment (air pollution, water pollution, etc.); students creatively present their information using Power Point or other display options using graphics, pictures, etc.; assign one term to each student to do a more comprehensive and detailed report about it.

9th Grade Social Studies Lesson Plans

A Return to Ancient Rome

JRDAssist
Middle School and High School Teacher
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Students will research and create a brief power point program about a landmark of Ancient Rome.

 **Grade Level: 7 - 9th**

 **Subject: Social Studies**

 **Length of Time: 3-4 Class Periods**

Common Core Alignment

CCSS.ELA-Literacy.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.10 - By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Objectives & Outcomes

The students will be able to identify a landmark from ancient Rome, and using information from the Internet or other resources, "reconstruct" the landmark, and share information via a Power Point presentation.

Materials Needed

Internet access, other resources if necessary, and Power Point access

Prepare ahead of time: List of landmarks from ancient Rome*, enough for students to work in pairs, map of Italy for display, sample ancient landmark photo/image, rubric for evaluation

Suggested videos for the teacher to show:

Khan Academy, Reconstruction**,** https://www.khanacademy.org

Ancient Rome Today-*Rome, Ancient Glory*/ Rick Steve's Europe TV Show

Procedure

Opening to Lesson

- Teacher will display a map of Italy. (Use Power Point slide(s) if possible)
- Ask students what famous city is in Italy
- Allow a volunteer to show where Rome is located on the map
- Ask students if they know of any famous landmarks or sites in Rome

Body of Lesson

Modeling

- Tell students they will research the ancient city of Rome and an ancient landmark from the 4th century
- Display the photo/image of the sample landmark
- Ask students how they can "reconstruct" the landmark using computer tools

Guided Practice

- Pair students
- Assign or allow students to choose one of the landmarks from the prepared list
- Remind students they must also do some research about ancient Rome
- Tell students to search the Internet for information about their landmark and to recreate it using paint tools on the computer or other similar program
- Explain to students to include as much information about the landmark to be presented in a Power Point display of at least 8 – 10 slides.
- Once the research is completed and Power Point slides ready, each pair of students will make their presentation to the class
- After presentation of the individual Power Point displays, the teacher will show from the Internet a video of the city and its landmarks to tie the whole project together.

Independent Practice

- Have students research ancient Greece, or another ancient city, turning in a one-page report.

Closing

Discuss with the class their overall impressions of the buildings and landmarks of Ancient Rome. What did they learn about the culture and lifestyle? How does the style of Rome's buildings compare with those of a modern American city? Would they have wanted to live there?

**Suggestions for sites to research:*

- Baths of Trajan
- Campus Martius
- Arch of Constantine

- Colosseum
- Theater of Pompey
- Aqua Claudia
- Pantheon
- Circus Maximus
- Temple of Jupiter Optimus Maximus
- Tiber Island
- Senate House-Curia
- Capitoline Hill
- Palatine Hill
- Roman Forum
- Arch of Septimius Severus
- Basilica of Maxentius

Assessment & Evaluation

Students will share their Power Point presentation with peers. The content plus the presentation of the information will be evaluated based on a rubric given ahead of time. Short quiz related to information presented by each pair of students.

Modification & Differentiation

Do not use the Power Point, present using display boards or similar resources. Students work alone or in larger groups. Reconstruct a 3-D model of landmark.

Changing History

JRDAssist
Middle School and High School Teacher

Students will research a historical event, "change history" by asking a "What if…" question. The students will rewrite new information based on their research using the same era and people involved to realistically alter the outcome of the event(s).

 **Grade Level: 8 - 10th**

 **Subject: Social Studies**

 **Length of Time: About 2 - 4 Class Periods**

Objectives & Outcomes

The students will be able to research a past historical event, identify key decisions or aspects of the event, and then realistically alter it by responding to a "What if…" question. The students will be able to effectively communicate the information using a written report, essay, or oral presentation.

Materials Needed

- Internet access or other research resources, historical event

Prepare ahead of time: Example essay w/historical event along with a "What if…" question and possible responses, alternate outcomes, changes in history. Prepare written instructions for the assignment.

Procedure

Opening to Lesson

- Read the prepared example essay in its alternative history form (For example: The essay may start- "On April 14th in 1865, following the trip to Ford's Theatre President Lincoln headed back to the White House…"
- Ask students if they notice any unusual facts about the event(s)
- Discuss their responses and ask for other suggestions of what may have changed in American history

Body of Lesson

Modeling

- Ask several “What if…” questions: What if America di not land on the moon? What if Adolph Hitler had never lived? What if the Internet was never invented?
- Ask students to think about other “What if…” questions in history
- Assign students, or allow them to choose, a historical event to research

Guided Practice

- Distribute the instructions for the assignment
- Explain to student they are to research as much information as possible about the event
- While doing the research, reflect on some of the decisions or choices made by some of the key figures
- Encourage students to create several “What if…” questions based on the research
- Direct students to reflect on how history may have changed if the figures made different choices or events were altered (What if 9/11 never happened?)
- Allow students time to do further research if necessary related to the altered history or changes in the historical event
- Inform students to write an essay or report with the “new story” about the historical event
- The story must include as much detail as possible and be written effectively to communicate the “What if…” results
- Once all students are completed assign schedule some or all students for a class presentation for an opportunity to read the essays
- Following each presentation, have a short class discussion to debate the realistic possibility of the alternate history

Independent Practice

- For homework: Ask students to write an essay for “What if…” question related to their personal lives. (Example: “What if I had attended another school?”

Closing

Use a follow-up class session to discuss the variables involved in the choices, and even daily decisions, made by political leaders and individuals in all periods of history. The difficulties involved and the judgements made by others, etc.

Assessment & Evaluation

Final written report with conclusions and insights and/or class presentation evaluation using expectations/rubrics prepared ahead of time.

Modification & Differentiation

Students may work in pairs; one student researching the actual event, the other student altering the future; eliminate the class presentation, instead have it completed only as a written assignment; use event from one century only, or one event for the entire class leading to a variety of outcomes; assign each student a “What if… question/event in advance

Country to Country

JRDAssist
Middle School and High School Teacher

Students will develop a timeline for events in their country and another country over the last 200 years and then compare/contrast the timelines to recognize possible relationships between the events in each country.

Grade Level: 9 - 11th

Subject: Social Studies

Length of Time: About 45 - 60 Minutes

Objectives & Outcomes

The students will be able to research events and create a timeline for two countries, compare/contrast and recognize possible cause and effect relationships across countries.

Materials Needed

- paper for creating timelines, colored pencils, access to Internet or other resources, notebook paper
- Prepare ahead of time: A mini-timeline of two countries with two or three related or random events for display.

Procedure

Opening to Lesson

- Ask the question: If a country votes to change the drinking age from 18 to 21, will the decision affect other countries?
- Allow responses but encourage students to back up statements

Body of Lesson

Modeling

- Display mini-timeline
- Ask students if there are any connections across the events shown. Is there a cause/effect relationship, a residual effect, etc.

Guided Practice

- Distribute supplies to the students
- Instruct students they are to research events in their country and plot them on a timeline showing highlights of each event
- Once completed, research events in a second country and plot those on a second timeline showing highlights of each event
- Students are to then compare the two timelines and identify relationships between plotted events
- Students will write a short explanation of how or why they believe some of the events are connected
- They will research the events they feel may be connected and locate more information to either back up or refute their explanations
- Allow some of the students to present their findings to the class

Independent Practice

- The teacher will assign two random countries for students to research on the own. They will focus on related events and the connection between each country, reporting the results and then turning it in for assessment.

Closing

Ask the opening question again: If a country votes to change the drinking age from 18 to 21, will the decision affect other countries? Allow for more detailed responses.

Assessment & Evaluation

The teacher will review the timelines for accuracy and understanding. Assign students one or two more counties for study.

Modification & Differentiation

Students may work in pairs. Students exchange completed timelines and compare/contrast relationships between two randomly chosen countries. Increase/decrease number of years on the timeline. Limit or set a specific number of events which must be documented.

Music and History

JRDAssist
Middle School and High School Teacher

Students will cooperatively research music from the past 5 or 10 decades and compare and contrast the lyrics with historical events/culture of the decade, answering the question: How does/did history affect music and lyrics?

Grade Level: 8 - 10th

Subject: Social Studies

Length of Time: About 45 - 90 Minutes

Objectives & Outcomes

The students will be able to analyze music and lyrics from the past ten decades, compare/contrast it, and identify influences upon the music from the events of the decade.

Materials Needed

- Access to the Internet or other resources with music and song lyrics from past decades (To be accessible during the lesson.)

Prepare ahead of time: Sample lyrics for a song and a connection to the decade's current events or culture.

Procedure

Opening to Lesson

- As students enter the classroom, have a song from the 60s or 70s playing for all students to hear.
- As the song plays distribute a copy of its lyrics.

Body of Lesson

Modeling

- Ask students: What events occurred during the (decade)? What was life like in the U.S.?
- Discuss the students' responses and ask if the song lyrics reflect the era
- Ask students to review the lyrics: Choose specific lines that connect the line to an historical event or culture at the time.

Guided Practice

- Say to the class: Today, we will explore the music and lyrics from different decades and its connection to the events or cultural influences during those years
- Distribute the first set of lyrics to each student
- Ask them to underline lyrics which may be connected to the decade
- Play the song for the students
- Ask students to identify events from the song's decade
- Have students reflect on the song's lyrics again and identify lyrics which may reflect the times
- Discuss their responses, opinions, etc.
- Repeat the above steps for several more decades.

Independent Practice

- Assign the students a song (not used during class) to research on their own, writing a report based on the lyrics and the connections to the song's decade. Students will turn the report in for an assessment.

Closing

Have each student write a one or two sentence song lyric based on a current event today. Allow students to share the lyrics with the rest of the class.

Assessment & Evaluation

Teacher-created worksheet with multiple-choice questions listing song lyrics to the historical event(s) or other occurrences of the decade

Modification & Differentiation

Students do the research individually or in pairs or larger groups. Choose just one or two decades for all students to research and analyze. Use one song only, or one single song artist or group to analyze. Research the question: Can music influence the culture or does the culture influence the music, or both?

President vs. President

JRDAssist
Middle School and High School Teacher

Each student will research a past deceased president, review their life, speeches, quotes, term in office, etc., and use it to run for President versus another past President.

Grade Level: 7 - 9th

Subject: Social Studies

Length of Time: About 3-5 Class Periods

Common Core Alignment

CCSS.ELA-Literacy.RH.6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.WHST.6-8.1.B - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.2.a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Objectives & Outcomes

The students will research a single president, describe the term in office, plan a mock campaign, and present a persuasive speech to the class convincing “voters’ to elect them President.

Materials Needed

Access to Internet, poster board or similar for campaign signs, markers

Prepare ahead of time: A number of index cards matching the number of students in the class, each with a different deceased past president written on it. Teacher’s choice of presidents to use for the lesson. Choose a location for students to post their campaign signs, either in the classroom or halls. Prepare an outline for students to use for their research and speeches.

Procedure

Opening to Lesson

- Show videos of two current or past speeches from candidates who are running against each other for president.
- Ask students their opinions about the speeches, the candidates, etc.
- Allow for responses and discussion.

Body of Lesson

Modeling

- Ask students to name some past deceased presidents. Ask who they think would win an election if the some of the past presidents could run for president against each other. For example: Who would win the election if Washington ran against Lincoln? Adams vs. Eisenhower?
- Allow for responses and discussion.
- Ask if they believe the past presidents could handle the current issues in America today.
- Allow for responses and discussion.

Guided Practice

- Tell students they will become one of the past deceased presidents. Show students the prepared index cards, each with the name of a different president. They will randomly choose a president to research.
- Place cards in a box or other container. Students choose a president. Collect the index cards.
- Distribute the prepared Research Outline or rubric. Explain to students they will research their chosen president.
- Next, place index cards in box again, this time choose two random cards. The two presidents chosen will "run against each other" in a mock election.
- Tell students, in addition to researching their president, they will prepare a persuasive speech for an election versus the randomly chosen opponent.
- The students will give their 2 to 3 minute speeches, based on their research, using issues from today as well, to the class for a mock election.
- Each student will make one Campaign sign. Signs to be posted in selected area. Every sign should also indicate who the opponent is in the election, or place sign pairs together.
- Allow time for the students to do their research during class, and for homework. Remind students to think about their speeches as they do the research.
- Once the research is completed, the students will then write their speeches, a rough draft, then a final copy.
- Each "candidate" will give their speech; the remaining class members will immediately vote for "president". (Remind students to base their vote for the President using the speech and its presentation, not the student.)
- It should take no more than ten minutes per "election" speech and voting. Compile voting results after ALL speeches have been given. Announce all winners on the same day with an Election Party during class.

Independent Practice

- Students will do the research independently.

Closing

- Ask students: What do you think would be the toughest part about running for president? How would you handle the difficulties? Would you ever think about running? Why or why not?
- Allow for responses and discussion.

Assessment & Evaluation

Create a test or quiz related to the researched presidents. Students will turn in completed research for assessment. Evaluate speeches using a rubric.

Modification & Differentiation

Instead of using presidential campaigns, use local, state, or other elections. Distinguish between Democrat, Republican, or other parties. Assign each student one of the presidents to research and who they will be running against. Allow students to present their speeches to other grade levels during the "election", giving access to more voters. Create and conduct impromptu news conferences during the "candidates" research.

Presidential Politics

JRDAssist
Middle School and High School Teacher

Students will research a past president's opinions, promises and goals discussed prior to their election and compare/contrast them during their years in office.

Grade Level: 7 - 9th

Subject: Social Studies

Length of Time: About 2-4 Class Periods

Objectives & Outcomes

The students will be able to research a past president, identifying their opinions, promises, and goals prior to the election. The students will be able to compare and contrast the information with actual events during the president's term of in office. The students will be able to effectively communicate their findings to other class members while presenting a speech to the class.

Materials Needed

- Internet access or other research resources
- Assigned president

Prepare ahead of time: List of past presidents, prepare an example using a recent past president or other elected official to model the assignment for students

Procedure

Opening to Lesson

- Play a recording of a speech given by a recent president prior to their election
- Ask students what promises, opinions, or goals they heard during the speech
- Display a brief list of some of the responses

Body of Lesson

Modeling

- Next, ask students to reflect on the promises, opinions, and goals discussed prior to the election

- Compare/contrast with their term in office
- Ask: What promises were kept? What goals were met? And other similar questions…
- Have a brief discussion to wrap up the example

Guided Practice

- Distribute a summary of the assignment to each student
- Assign each student a president to research or allow students to choose a past president
- Stress to the students the importance of using more than one speech or source to find examples of the president's pre-election opinions, promises, and goals
- Using the Internet have students listen (if possible) to the past president's speeches as preparation for the speech to the class (imitating as closely as possible)
- Direct students to use primary resources and to be careful of opponents' opinions about the future president (some of which may not be true)
- Once research is completed a final report will be written along with the other requirements needed to complete the assignment
- Students will turn in completed work
- Assign students 2-3 minutes to give the pre-election speech which will include some of the opinions, promises, and goals of the assigned president
- Remind students the speech is not to be simply a list of the above, but tied into a well-prepared speech
- Following each speech, discuss a few of the individual opinions, promises, and goals, determining if the president ultimately stayed true to them

Independent Practice

- Teacher will create a multiple choice quiz or test using the information presented to the class for students to complete as an assessment

Closing

Use a follow-up class session to discuss the following: Why do many politicians make promises which may be hard to keep? If or when students can vote, what would they want to hear in a politician's speech? How would students approach or prepare for a speech if they were running for office?

Assessment & Evaluation

Final written report with conclusions and insights and/or class presentation evaluation using expectations/rubrics prepared ahead of time.

Modification & Differentiation

Students may work in pairs, one student researching the president prior to election and the other student researching the presidency; eliminate the class presentation speech, instead having it all completed as a written assignment; use only presidents from the 1900s or other limited years; allow students to use Power Point, display boards, etc., during presentations; record speeches for future use.

What Year Did That Happen?

JRDAssist
Middle School and High School Teacher

Students will research several historic events in history concentrating on the years they occurred and attempt to create pneumonic devices to help match the correct year to the event.

Grade Level: 7 - 9th

Subject: Social Studies

Length of Time: About 45 - 90 Minutes

Objectives & Outcomes

The students will be able to research historical events, identify the years the events took place, and attempt develop pneumonic devices to assist themselves and others in remembering the information. The students will develop and use effective communication to present the information to the class.

Materials Needed

- Access to Internet or other resources
- Poster board
- Power Point access, or other mediums to present information

Prepare ahead of time: Slips of paper totaling seven times (students will only be required to research 5 of the years) the number of students in the classroom, each slip showing a different year to research, an example of an historical event/year which can be recalled using a pneumonic device

Procedure

Opening to Lesson

- Ask the question: How do you recall the year an event may have happened in your life?
- Allow students to respond giving their examples of the events and years
- Remind students how helpful it is to have pneumonic devices to recall information (such as spelling the word arithmetic – A rat in Tom's house might eat Tom's ice cream.)

Body of Lesson

Modeling

- Teacher will display the example year chosen ahead of time
- Ask students if they know of any important events occurring during that particular year
- Ask students if they simply know about the event, or if they have a way that helps them recall the information
- Tell students that nearly every year and event can be recalled by using pneumonic devices
- Refer back to the example and connect the year with the event using the pneumonic device

Guided Practice

- Show students the container with the slips of paper/years in inside
- Have each student randomly choose seven different years
- Tell students they must choose five of the years and research a different historical or important event occurring in each of the five years
- Explain to the students to create a pneumonic device that will assist themselves and others in remembering the event and year
- Once all five events and years have been researched, the students will then create a method to present the information to the class
- The students may use Power Point displays, display boards, or other methods to present the information to the class
- Encourage students to also add minor events which may have occurred during the researched years
- Allow all or some of the students a chance to present the information to the class

Independent Practice

- The teacher will create a quiz or test based on the information presented to the class, testing some of the pneumonic devices to find out whether it helped students recall the events

Closing

Randomly call out some of the years the students researched and call on students to identify an event from the year.

Assessment & Evaluation

The teacher will use the information presented to the class and create a quiz or test to check for understanding. Rubric for student's presentations to the class.

Modification & Differentiation

Students may work in pairs. Students given more or less than five years to research. Give the event instead of the year, working the process backwards. No presentation but an extensive report for each event/year with each pneumonic device explained in writing.