

## BHSU School of Education Lesson Plan Format (Revised July 2013)

### PART A: PLANNING

Grade Level:   4<sup>th</sup>   Date: \_\_\_\_\_ Date Lesson is taught (if Applicable): \_\_\_\_\_

Targeted Content: \_\_\_\_\_ ELA \_\_\_\_\_ Integrated Content: \_\_\_\_\_ Social Studies \_\_\_\_\_

For Lessons Taught: # of Students \_\_\_\_\_ # of Boys \_\_\_\_\_ # of Girls \_\_\_\_\_

# of IEP Students \_\_\_\_\_ # of ELL Students: \_\_\_\_\_ # of High Ability Students \_\_\_\_\_

**State Content Standard and/or Common Core Standard(s):**

*Target Standard(s):* CCSS-ELA -LITERACY-W.4.2.E Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

4.H.5.1-Infer the intended audience and purpose of a historical source from information within the source itself

K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.

4.H.3.1 Compare and contrast life today with life in historical time periods

*Supporting Standard(s):* SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Instructional Setting:** Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers	<input type="checkbox"/>	Other (list)	<input type="checkbox"/>
Small Group	<input checked="" type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Individual Student	<input checked="" type="checkbox"/>	Lab	<input type="checkbox"/>		<input type="checkbox"/>

**Lesson Focus:** the focus of this lesson is to teach students to research and then analyze and synthesize that information into a focused document (i.e. letter).

**Learning Outcome(s):**

As a result of this lesson, students will learn to analyze and synthesize information into a biographical letter. Students will visit the Black Hills National Cemetery to learn about the veterans buried there.

**Assessment Measures:**

*Formative Assessment(s):* Questioning

Teacher observation

Student completed written letter

Conference with students

Student reflections (post-field trip)

*Summative Assessment(s):* N/A

**Differentiation:**

Struggling learners-Student(s) will pair with a buddy to analyze veteran biographical information for their written letter or students can work one-on-one with the teacher or teacher's assistant. Assist student with a concept map of their ideas to include in the letter

High ability learners-Students can research one other prisoner of war during the Vietnam War or can be responsible for researching if this soldier received a medal of honor

Visual Learners- During demonstration, the teacher will write details on the board to help teach research and synthesis process.

**Materials:** Copy of several biographies of veterans interred at the Black Hills National Cemetery (found here: <http://www.bhveterans.omeka.net/>); pencils; writing journals.

## **PART B: DELIVERY OF INSTRUCTION:**

**Introduction:** Tell students they will learn to research, analyze, and synthesize information into a biographical letter. They will research the life and service of a veteran interred at the Black Hills National Cemetery and compose a letter to a friend about that veteran.

**Pre-discussion:** Ask students what a biography is, and what it is used for.

**Discussion and Preparation:** Provide students with copies of a pre-chosen veteran interred at Black Hills National Cemetery. Ask students to listen carefully to the biography as you read it aloud.

### Procedures of Teaching and Learning:

1. Provide students with copies of a pre-chosen veteran interred at Black Hills National Cemetery. (Biographies can be found here: <http://www.bhveterans.omeka.net/>)
  - a. Ask students to listen carefully to the biography as you read it aloud.
2. Once the biography has been read, ask students to take three minutes to write down information they remember about the veteran's life and service.
  - a. Write these on the board
3. Remind students of the components of a written letter from the previous lesson:
  - Heading
  - Introduction or Greeting
  - Body
  - Closing
  - Signature
4. Ask students to think carefully with their shoulder partner about what information they would include in a letter to a friend if they wanted to tell him or her the story of this veteran's life.
5. As a class, choose at least 5 pieces of information to circle on the board to include in the letter. (Observe and make note of student responses to share during closure).
  - a. Ask students to explain *why* they would include each piece of information: how it tells the reader something important or significant about the veteran's life or service.
6. Once the five details are determined, ask students where they would place each piece of information into the letter outline, carefully explaining the need for a clear timeline.
  - Heading
  - Introduction or Greeting
  - Body
  - Closing
  - Signature
    - a. For example: they might introduce the veteran's name and rank in the introduction, while placing the bulk of the biographical story in the body of the letter.
    - b. Explain the need for a clear timeline: analyzing the biography for the most important information leads to synthesizing the information for a coherent story, which requires a linear timeline.

**Closure:** Summarize the purpose of a biography and its elements. Discuss the process for analyzing information from the biography and identifying the most important information to include. Highlight how the class selected the information and organized it into a clear timeline for the letter. Tell students they will have the opportunity to create their own veteran biography letter to a friend and then visit that veteran's grave site at the Black Hills National Cemetery during a field trip.

## **Day 2:**

### Procedures of Teaching and Learning:

7. Provide students with a selection of biographies of veterans interred at the Black Hills National Cemetery
8. Have each student choose one veteran to research and write about. (It is fine for students to have the same veteran.)
9. Remind students of the previous lesson where they listened to the biography and determined the most important parts of the veteran's story to include in their letter.
10. Remind students of the components of a written letter from the previous lesson:
  - Heading
  - Introduction or Greeting
  - Body
  - Closing
  - Signature
11. Provide class time for students to read and choose information from their biographies for their letter.
  - a. Provide highlighters or colored pens for students to select their details
12. Ask students to address their letter to a friend or family member, and provide individual writing time for them to draft their document.

**Closure:** Come back together as a whole group to share letters.

- During share time, ask students what they learned about analyzing the biographies to select the most important information.
- Ask students what obstacles they encountered, as well as what they found enjoyable about the process.
- Select **two** or **three** students to share their letters with the group.

### **Extension:**

**Take students to the Black Hills National Cemetery for a field trip to visit with the cemetery director and to visit the graves of their chosen veteran(s).**