Melodie Pennington Tech in Ed
Lesson Plan

Instructional Unit
Great Oklahomans

Students will engage in a multimedia project focused on Oklahoma History, culminating in a Great Oklahoma Program to share art, music, and information about Oklahoma with the community.

Grade level/Subject: Third Grade Social Studies

Collaboration steps:

1. Unit committee includes librarian, social studies teacher, STEM teacher, music teacher, and admin
2. Arrange times for students to come to library for special project work
3. Music teacher to prepare timeline for song and instrument practice
4. Social Studies and Librarian to review instructional timeline on Social Studies work and biography unit
5. Librarian and admin coordinate supplemental book selection and costuming
6. Admin coordinates with social studies and music to select/fit costumes
7. Librarian, Music teacher plan rehearsal for program presentation
8. Librarian and STEM teacher collaborate to create visual presentations of biographies
9. All collaborate on execution of program

**Instructional Roles for School Librarian:**
- Nonfiction lesson on navigating nonfiction texts and sections in libraries
- Citation Lesson and mini reminder lessons throughout
- Biography lesson on reading biography texts and web-based biographies
- Digital research lesson on using databases and identifying reliable websites
- Scriptreading lessons for format, writing process
- Collaborative lesson on visual aid software (Canva, Google Slides) and tech tools (3D printer, cricut, laser printer)

**Instructional Roles for Teacher:**
- Oklahoma History curriculum for third grade
- Music: Song performance, bells performance
- Biographical writing

**Subject Area Standards Met:**

**Social Studies - Oklahoma Academic Standards for 3rd Grade**

3.3.1 Understand and describe the relationship between historic events and chronology through the creation of basic timelines.

3.3.2 Read and interpret primary sources related to key events in Oklahoma’s past.

3.3.3 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma

3.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.

3.3.6 Describe the migrations, settlements, relocations and forced removals of American Indians.

3.3.12 Examine notable historic and present-day Oklahomans utilizing biographies and information texts
3.4.3 Examine how the development of Oklahoma’s major economic activities have contributed to the growth of the state, including, mining and energy industry, agriculture, aviation, tourism, tribal enterprises, and military installations.

3.1.3 Describe the historical significance of the symbols of Oklahoma including the Oklahoma State Seal and the Oklahoma Flag; explain how the name of Oklahoma is derived from the Choctaw language.

3.1.4 Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.

3.1.5 Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.

**AASL/State standards for Learners met:**

**Inquire:** Recall prior and background knowledge as context for new meaning by providing historical context to notable historical figures. Devising and implementing a plan to fill knowledge gaps by identifying resources to provide biographical details. Generating products that illustrate learning through visual presentations. Sharing products with an authentic audience during program night.

**Include:** Interacting learners who reflect a range of perspectives by inviting all of third grade to participate in the program. Representing diverse perspectives during learning activities by engaging with a variety of authors and knowledge creators.

**Collaborate:** Developing new understandings through engagement in a learning group by roleplaying as selected historical figures within their fields. Soliciting and responding to feedback through peer presentations of visual projects.

**Curate:** Identifying resources of information and making critical choices about sources to use during library lessons and research. Seeking a variety of resources during biography writing to deepen detail and context and organizing information by priority. Joining others to compare and contrast information derived from collaboratively constructed sites by comparing
wikipedia and other sites to book/database collected information sources.

**Explore:** Reflecting and questioning assumptions and possible misconceptions through partner discussions on history. Persisting through self-directed pursuits by tinkering and making in STEM lessons for visual project creation.

**Engage:** Responsibly applying information, technology and media to learning by demonstrating understanding of citation expectations and respectful engagement with tools. Evaluating information for accuracy, validity, and social context as appropriate for the need of a visual project. Ethically using and reproducing work through the process of citation and appropriate quotation. Disseminating knowledge through appropriate means for the intended audience.

Activities and Procedures for completion:

- Biography of you
  1. Model template of basic facts about you as a historical figure
  2. Ask students to complete a biography of themselves
  3. Compare/contrast biographical books or articles *may use chromebooks for access to WorldBook

- Navigating nonfiction: Citation game
  1. Provide students bookmarks (or make them together) for MDS reference
  2. Mini lesson on basic citation (Author, Title, Date), bibliographies and why
  3. Task students to find three books about their favorite topic (OR provide index cards with 4 topics to choose from)
  4. Bonus challenge: use Destiny to find the books, using bibliographic records to write citations
  5. Ask students to create a bibliography listing these three titles

- Fact or Fiction *MUST* have at least 6 chromebooks
  1. Lesson on source reliability/verification
  2. Present two articles, one false and one real (Pacific Tree Octopus & Science article on punching octopi)
  3. Model and work together on source verification
  4. Give each group at least one more fact/fake article, ask them to verify the sources and back up their claims of fact/fiction
5. Have groups present their articles

- Reader’s Theatre
  1. Explain parts of a script
  2. Model a brief reader’s theatre presentation with volunteers
  3. Provide groups with reader theatre texts
  4. Separate groups
  5. Invite confident groups to present story to class

- Biography highlights worksheet *students will need chromebooks for database and web search access
  1. Students will have read the script for Great Oklahomans
  2. Having selected their historical figure, they will collect books and explore databases and websites for facts, pictures, etc
  3. Students will record the information as prompted, with citations

- Design workshop
  1. Students will tour materials and options for presenting their historical figure
  2. Day one, students will draft their presentation, including 3D materials, printing needs, and information layout
  3. The following days, students will receive any necessary supplemental orientation to maker tools, such as TinkerCad
  4. Students will assemble their final presentations

Resources:

- Chromebooks
- 3D printer
- Cricut
- Traditional art supplies
- WorldBook Online
- Lightbox Books
- Gale in Context
- EBSCO
- Canva for Education
- TinkerCad
Evaluation methods used

For evaluating students’ comprehension:

- Formative assessment: Biography of You
- Benchmark: Fact or Fiction
- Comparative: Reader’s theatre
- Criterion: Biography Highlights
- Summative: Visual Presentations

For evaluating the unit

- Benchmark/Criterion: Completion of student assessments
- Comparative: Visual Presentation, performance

For evaluating contributions by learning team members

- Benchmark: Timeline of instructional goals
- Summative: Visual presentations and performance

Reflection on any changes needed in unit or modification after the unit was first taught:

This unit was initially taught as Great Americans, utilizing a script created by a teacher when American History was the focus of third grade social studies. The first change was to pivot to a new script featuring Oklahomans to meet current content standards. Students needed some choice in their “character” selection, and summative assessment choice was also necessary.

How were the unit’s goals met?

In the first iteration of the program, the unit goals were defined as a performance and worksheets. The worksheets were completed and the performance went well, but more clear learning targets were necessary, as well as a more clearly defined instructional timeline and team outline.

How were the unit’s goals modified?

The unit’s goals were modified to be more clearly tied to Oklahoma Academic Standards and to clarify the scope of the visual presentation.
How did the unit’s goals exceed?
The unit began more smoothly this year, with defined goals communicated to all team members to plan and delegate instructional tasks. Students are more confident already in the aim and reading diligently to prepare for their parts.

Follow-Up- an extension for future research, inquiry:
Students are encouraged to participate in selection for displays including Hispanic Heritage Month, Asian and Pacific Islander Heritage Month, and Women’s History, producing timelines, artwork and more. In 2023, students interacted with the artwork of Lorna Simpson for Black History Month, constructing a timeline of Black History figures and creating artwork using sourced images from databases.
**Student Work**

**Resource:**
Write down the name of the book or the website where you found your information.

**Nickname:**
a name not given at birth, yet a name that people may have called the person

**Biography:**
bio means life
graph means to write, therefore, you are now writing about a person’s life.

Name: Sonia Sotomayor
Nickname: Sotomaxer
Date of Birth: 1954 Jun 25
Date of Death: 20...

Resource: go scholaric
Resource:
Write down the name of the book or the website where you found your information.

Nickname:
a name not given at birth, yet a name that people may have called the person

Biography:
bio means life; graph means to write; therefore, you are now writing about a person’s life.

Name: HERSCHEY MILTON
Nickname: 
Date of Birth: September 13, 1857
Date of Death: October 17, 1945

Resource: HERSCHEY MILTON

SCHOLASTIC}