

2012

Lesson Plan: Where Were You in 1969? (grades Pre-K-5)

Tina Smith

Follow this and additional works at: https://digital.kenyon.edu/gullah_documents

Recommended Citation

Smith, Tina, "Lesson Plan: Where Were You in 1969? (grades Pre-K-5)" (2012). *Project Documents*. Paper 30.

https://digital.kenyon.edu/gullah_documents/30

This Lesson Plan is brought to you for free and open access by the Gullah Digital Archive at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Project Documents by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact noltj@kenyon.edu.

Lesson Plan

Course/Grade Level:

- Grade 3

Topic/Title:

- Where Were You in 1969?

Historical Time Period(s):

- Contemporary America (1945-Present)

Thematic Question:

- How a historical event is the same or different told through the eyes of a person alive during that time?

Standards/Benchmarks/Indicators:

- Social Studies: History, Historical Thinking Skills
 1. Events in local history can be shown on timelines organized by years, decades and centuries.
 2. Primary sources such as artifacts, maps and photographs can be used to show change over time.
- Common Core, Reading: Informational Text: Key Ideas and Details
 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.
- Common Core, Writing: Research to Build and Present Knowledge
 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Common Core, Speaking and Listening: Comprehension and Collaboration
 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on other's ideas and expressing their own clearly.
 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Materials/Resources:

1. <http://www.kidport.com/reflib/science/moonlanding/moonlanding.htm> Reading about the crew, ships, launch, moon landing, moon walking, driving on the moon, orbiting and returning to Earth.
2. http://www.youtube.com/watch?v=sTBIr65cL_E students watched footage after reading expository text.
3. Plain Dealer article July 21st, 1969

Motivation (Attention Grabber):

- Have students imagine that they have been transported back in time to 1969 and watch the footage of the moon landing again. Explain to students that they will be interviewing people who were alive at the time.

Activities:

- Guided Instruction:
 1. Students will reread the selection from yesterday and write 3 to 5 fact sentences that they learned from the reading.
 2. Students will separate into groups of 2 and create questions to ask the interviewee about his or her experiences during the moon landing.
 3. Students will interview interviewees about their experiences and record important information on paper and via video recorder.
- Independent Practice:
 1. When the interview is over the students will read over their notes and write a summary of the interview.
 2. When this is done they will share their summaries with a partner.

Assessment:

- In their Science journals students write two paragraphs. In the first paragraph they will demonstrate what they learned about the moon landing. In the second paragraph they will theorize about what it would have been like if they were alive to see the moon landing on their own television in their home.

Closing:

- Interview an older family member about what he or she remembers about the moon landing using the questions created in class. Write a summary of what you learned in the interview.