

Lesson Plan Title: Museum Exhibit

Topic: French Influence on Missouri

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Teacher Grade: 4th Grade

Teacher School:

Teacher District: Rockwood

Standards (Performance, Knowledge and NETS-S):

Missouri Grade-level Expectations

3. Knowledge of continuity and change in the history of Missouri and the United States
 - C. Discovery, Exploration and Settlement of the United States
 4. Locate and describe settlements in Missouri of people of European and African heritage
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions
 - A. Cultures meeting the needs of people
 3. Compare how people's needs have been met in different ways in different cultures at various times
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)
 - A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
 - 4.c. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)

School District Social Studies Core Curriculum Objectives

- The student will analyze the impact of various cultures on Missouri.

NETS-S

- a. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. Apply existing knowledge to generate new ideas, products or processes.
 - b. Create original works as a means of personal or group expression
- b. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - b. Contribute to project teams to produce original works or solve problems.
- c. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
 - a. Plan strategies to guide inquiry.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

What concepts do you want students to understand after completing this lesson?

Conceptual Lens: Culture/Heritage
Enduring Understanding: Cultural groups that settle into an area can influence how human needs (food, clothing, shelter, religion, family, etc.) are addressed with possible effects on the heritage and present-day culture of that area.

Essential Question:

How do cultural groups and customs influence our lives?

Criteria for Success (How will you know students have gained the understanding of the concepts?):

- The students will:
1. Complete a graphic organizer to guide and organize research on early French settlements and the influential people involved in the settlement.
 2. Construct a presentation to be used in a French history in Missouri exhibit proposal to the St. Louis History Museum.

Resources (What resources will you and your students use?):

Classroom computers, Wiki for notes, textbook, SmartBoard, Smart Notebook, PowerPoint, Windows Movie Maker, web sites:

<http://www.mohistory.org/home/>

Influential People

<http://www.factmonster.com/ipka/A0771865.html>

<http://www.factmonster.com/ce6/people/A0812072.html>

<http://www.nps.gov/archive/jeff/LewisClark2/Circa1804/StLouis/blockinfo/Block34ALaclede.htm>

St. Louis

<http://www.sfp.com/LacledesLanding.html>

<http://www.nps.gov/archive/jeff/LewisClark2/Circa1804/Heritage/FrenchInfluence/FrenchInfluence.htm>

<http://www.usgennet.org/usa/mo/county/stlouis/colonial.htm#St.%20Louis,%20A%20French%20Colony>

St. Genevieve

<http://www.ste-genevieve.com/histsite.htm>

<http://www.saintegenevietourism.org/homes.htm>

<http://www.saintegenevietourism.org/history.htm>

<http://www.stegenevieve.org/History.htm>

History

<http://www.factmonster.com/ce6/us/A0859686.html>

<http://www.dese.mo.gov/moheritage/VideoSeries.htm#UnitFour>

<http://www.nps.gov/jeff/planyourvisit/the-french-settlement.htm>

<http://www.kindredtrails.com/Missouri-History-1.html>

Management (How will students share technology resources? How will you break up the lesson into segments-the number of hours or days?)

Technology resources include a 2:1 student to computer ratio. To facilitate equitable resource access students will be assigned to teams and will complete the project in segments. To work effectively and interdependently in teams, students will assume the following roles: building structures researcher, village researcher, and influential person researcher. Students will also assume a role in a writing team and presentation team. All students will have access to a classroom wiki with editing permissions so they can insert information at anytime from any location.

This lesson will take 5 forty-five minute class periods:

Day 1 – Research

Day 2 – Finish research and compile information

Day 3 – Work in writing and presentation teams

Day 4 – Finalize writing and presentation

Day 5 – Presentations and self-reflection

Learner Diversity (What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? Are there any special considerations such as assistive technologies or second-language learning to take into account?)

A variety of online and offline resources will be available to students at varying reading levels. Student groups will be heterogeneous with specific roles designed for high and low ability learners. In addition, students will choose a visual aide format, such as PowerPoint, PhotoStory, Movie Maker, Smart Notebook, etc., for their persuasive presentation.

Engage:

Capture the students' attention, stimulate their thinking and help them access prior knowledge.

- Display a picture of an old French house on the SMART Board or with an alternate visual presentation tool. Ask students to comment on what they see.
- Provide students a Q-Matrix (question-matrix) handout as an aide for generating personal questions and have them write questions about the image on the handout.
- Display a picture of Laclede Landing on the SMART Board or with an alternate visual presentation tool. Ask students to comment on what they see and share experience's they may have had visiting this location.
- Guide students to add additional questions they formulate to the Q-matrix.
- Display a picture of Pierre Laclede on the SMART Board or with an alternate visual presentation tool. Ask students to comment on what they see and add additional questions to their Q-matrix handout.
- Display a picture of the St. Louis Gateway Arch with the previous three pictures displayed behind the picture of the arch on the SMART Board or with an alternate visual presentation tool. Pose the following question: How are all of these items related?

Explore:

Give students time to think, plan, investigate and organize collected information.

Group Formation

Assign students to heterogeneous groups of three with the following roles: building structures expert, village expert and important people expert. Use a jigsaw strategy for students to conduct research in their expert area (all building structures experts form a research group, village experts form a research group and important people experts form a research group). Within expert groups have students identify a research partner they will work with to gather information.

Student Questions

Guide students to an electronic question prompt graphic organizer stored in a shared resource space. The graphic organizer will contain a symbol/bubble for each of the following prompts: Who...? What...? Where...? When...? How...? Why...? Direct students to generate questions from as many of the prompt symbols as they can about their expert area.

Organize

Have students reorganize the questions on their graphic organizer so questions are categorized by similar concepts.

Research Planning

Have each pair plan how they will work together (division of work, collaboration, communication, etc.) to gather the information they need using the graphic organizer they created as a guide.

Gather information

Have students gather information using provided websites and textbook, to answer questions on their graphic organizer. As they conduct research students may come up with additional questions relevant to the topic they are researching. Encourage students to add additional questions to their graphic organizer as they work.

Explain:

Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding.

Expert Group Sharing

Members of each expert group gather together to share the information they collected. If desired, the graphic organizer used to gather information may be used by students to share collected information. As a team each expert group should compile and post information for related information for their expert area on the French Influence on Missouri, wiki.

Developing Meaning

Display the completed wiki on the SMARTBoard and model for students the process of looking for relationships (such as cause and effect) and discussing the information posted in the wiki. Provide time for students to look for relationships in the posted research.

Reflection

Post student questions from the engage section. Ask students to reflect on the questions to determine if any of their previously posed questions have been answered.

Elaborate:
Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.

Home Group Presentation Development
Have home groups reassemble (original groups comprised of a building structures expert, villages expert and influential French people in Missouri expert). Ask each group to develop a written proposal letter for the St. Louis History Museum persuading the curator to start a French history in Missouri exhibit.
In addition, each home group should create a 3 minute presentation with their museum exhibit proposal. Options include an oral presentation using PowerPoint, or Windows Movie Maker. Included in the proposal, should be types of displays in the exhibit, artifacts, etc.

Evaluate:
Evaluate throughout the lesson. Present students with a scoring guide at the beginning. Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do. Consistent use of scoring tools can improve learning.

Evaluation includes the following areas: graphic organizer completion and accuracy, Proposal letter, proposal presentation, and individual work/contribution. (see below). Prior to development of the proposal letter and presentation students provide students with the following scoring guide so they understand the expectations.

French Influence Project Scoring Guide				
	4	3	2	1
graphic organizer	The graphic organizer is completely filled out with 100 - 90% accurate information. Each concept contains many relevant details.	The graphic organizer is completely filled out with 89-80% accurate information. Each concept contains several relevant details.	The graphic organizer is completely filled out with 70-79% accurate information. Each concept contains some relevant details.	The graphic organizer is not completely filled out. Each concept contains some relevant details.
Proposal Letter	Letter is written in the correct format, has few if any grammar/spelling errors, and effectively communicates the proposal.	Letter is written in the correct format, has some grammar/spelling errors, and communicates the proposal.	Letter is missing a required part, has some grammar/spelling errors, and somewhat communicates the proposal.	Letter is missing a required part, has many grammar/spelling errors, and does not communicate the proposal.
Proposal Presentation: persuasion	Proposal is persuasive with excellent use of multimedia resources. Arguments are backed up with facts.	Proposal is persuasive with use of multimedia resources. Arguments are backed up with facts.	Proposal attempts to be persuasive with the use of multimedia resources. Arguments are backed up with mostly opinions.	Proposal is not persuasive. Arguments are backed up with mostly opinions.

<p>Proposal Presentation: delivery</p>	<p>Presenter uses a clear, easy to understand voice. Presenter shows professional demeanor and makes eye contact with everyone in the audience.</p>	<p>Presenter uses a clear, easy to understand voice. Presenter shows mostly professional demeanor and makes eye contact with most of the audience.</p>	<p>Presenter's voice can be hard to understand at times. Presenter lacks professional demeanor and makes eye contact with some of the audience.</p>	<p>Presenter's voice is difficult to understand. Presenter lacks professional demeanor and makes little eye contact.</p>	
<p>Individual Member Work/Effort</p>	<p>Student completes all individual responsibilities with high quality work. Student is on task during all work periods. Student plays active role in his/her group while cooperating with others.</p>	<p>Student completes all individual responsibilities with acceptable quality work. Student is on task during most work periods. Student plays active role in his/her group while cooperating with others.</p>	<p>Student completes some of his/her individual responsibilities. Student has trouble staying on task. Student plays a passive role in his/her group and may have trouble cooperating.</p>	<p>Student completes little of his/her individual responsibilities. Student has trouble staying on task. Student plays a passive role in his/her group and may have trouble cooperating.</p>	

The eMINTS staff has adapted this form from materials available at this website:
<http://www.mdk12.org/instruction/curriculum/science/5emodel.html>.

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