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**Lesson Title:** United States History

**Suggested Grade Level:**

7

**Estimated Lesson Time:**

60 minutes

**Abstract:**

Students will select significant symbols, individuals, events and documents that

represent the United States. They will watch a video to initiate brainstorming. They will then discuss what makes each of these things important and combine their ideas using technology. Students will then be able to select and defend their choices through an essay and creative technological tool.

**Student Prior Knowledge:**

Students must have a firm understanding of many United States historical figures, documents, events, and symbols. Students must be able to analyze their historical significance and explain their relevance.

**Standard:**

[SS.2.C.3.2: Recognize symbols, individuals, events, and documents that represent the United States.](http://www.cpalms.org/Standards/PublicPreviewBenchmark2960.aspx)

(made this a bit more than just recognition)

**Goals:**

Students must identify and list the most relevant and significant symbols, individuals, events and documents that represent the United States. They must be able to discuss their choices by explaining and interpreting their selection. This will allow students to relate important images, texts, events, and individuals to their significance in the United States and formulate their own opinions about these topics. Understanding the value of these will help students further understand the United States past, present, and future.

**Learning Objective/ I can statement**

“I can” statement:

I can understand the significance of various symbols, individuals, events and documents within the United States. This means I can formulate my own opinion about the relevance of these symbols, individuals, events and documents and their value in the past, present, and future.

**Learning Objective 1:**

Given a list of individuals, events, documents and symbols, using a solid rationale, students select two of each which they feel represents the United States.

**Learning Objective 2:**

Students will be given time to use their selections used in their essay to express these ideas in a creative fashion.

**Resources:**

**Part 1, Video:**

Students will watch a video to get them thinking about The United States. This video

should have important individuals, events, documents, or symbols within the video. It can be current.

Examples:

<http://www.youtube.com/watch?v=9ETrr-XHBjE> Beginning of Video only

<http://www.youtube.com/watch?v=VAuDRA9Sl3U>

<http://www.youtube.com/watch?v=b8rzs4Ls9Gc&feature=related>

**Part 2, Group work:**

To Brainstorm students can use: <https://bubbl.us>

For Review and general information on subject: <http://quizlet.com/create_set/>

Websites such as quizlet, allow you to create flashcards with or without images. Students can create sets as well to help them practice and study.

Examples: <http://quizlet.com/5326366/history-cst-review-6th-grade-flash-cards/>

<http://quizlet.com/3258814/us-presidents-by-election-year-party-and-other-notable-info-flash-cards/>

<http://quizlet.com/13797285/american-ideals-flash-cards/>

<http://quizlet.com/10635131/100-american-history-facts-flash-cards/>

**Part 3, Creative Expression through Technology:**

<http://edu.glogster.com>

<http://www.exploratree.org.uk>

<http://www.pimpampum.net/bookr/index.php?id=30894>

**Procedure:**

1. Watch video (5 mins)

2. Assign each group (4 per group) a topic of: symbols, individuals, events, and documents. Each group must think of words or phrases that define these topics and establishes their importance. Post these on the board or use <https://bubbl.us> if technology is available. (10 min)

3. Students should be given a list of: symbols, individuals, events, and documents related to History studied in class. Individually, students must use their knowledge of United States history and their opinion, to identify two symbols, individuals, events, and documents that represents the United States. They can use technology tools to organize their thoughts. (5 min)

4. Students must use their selection to write a short essay explaining their selections. They can use fact and opinion to connect these topics to their significance in the United States. (25 min)

5. Following their essay, students will produce a creative way of expressing their essay. If technology permits, they can use power point, photoshop, or other programs under the resource section to assist them. Otherwise, paper and other art supplies can be used. Pictures as well as words must be incorporated. (15 min)

**Assessment:** A rubric will be used to assess student’s essays and creative production.

**Extensions and Adaptations:**

**Addressing students with LD, ADD, Autism, etc.:**

1. When watching the video, provide the student with fill in the blank worksheet. They can follow along while watching the movie. This will help to keep them organized and focused.

2. When students are in group work, make sure to visit this student and ask them further questions to guide them through.

3. Depending on the disorder, the student may use their notes to brainstorm. Some students may have recorded lessons and can use this instead. These students should be seated together in order to decrease possible distractions to other students. The teacher can also help them with brainstorming ideas and getting them on track. Some students may find visual brainstorming to be more helpful. (May want to skip to number 5 if this is the case)

4. The teacher may want to modify the essay topic by breaking it down either further. Steps can be included or specific symbols, individuals, events, and documents can be provided for the student already.

5. For students who are more visual learners, step 5 will be very useful. If this is the case, teachers may want to consider having the student use this technology instead of writing the paper, OR having the student use technology first in order to help guide them with writing the paper. If option one is selected, students can go into more depth using technology since the paper will be eliminated.

Things to keep in mind:

- Seating arrangement

- Note takers, using tape recorders etc. depending on child’s learning preferences

- Breaking steps down

- Providing more simple goals

- Providing extra material or outlines of the information

- Allowing the assignment to be open note

- Modify groups to make sure they work well together

**Reflections:**