An Integrative Approach to Teaching the Humanities

EPSY 582L256

Interdisciplinary Lesson Plan #2

Unit: Weather/Environment in History 5th Grade

Title of Lesson #2: Titanic Tragedy

Overview

The strategy of producing a found poem can be proven to be useful in making connections to historical events like the sinking of the Titanic. Found poems allow the students to scan and select the most meaningful points of a text to create a poem. The teacher will present the class with an article concerning the sinking of the Titanic and direct students to create a found poem with partners. The choice of using a primary source; an actual newspaper entry of that time, will be optional but encouraged for students. Afterwards; partners will record their poems to three pictures of their choosing; using the app **SonicPics.**

Suggested time allowance: Two 45 minute lessons.

Standards
(NYS Social Studies Standards, NYS Arts Standards, Common Core Learning Standards)

- SS.2.4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
- CCLS R.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCLS R.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- CCLS W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCLS W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
- CCLS W.11: 11. Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class

Essential Unit Question
How have weather conditions or environmental factors affect the world and history?

Resources/Materials for This Lesson

- Titanic Article or Titanic Newspaper
- Notebooks
- Ipad/Computer (App and Pictures)
- Chalkboard and Chalk

- SmartBoard
- Journals/notebooks
- Pens/highlighters
- http://www.youtube.com/watch?v=vjKGYJac0GU (Engagement video)

Activities/Procedures

1. Draw the attention of the class to the essential questions for the course and unit questions which have been posted in the classroom. Discuss what is meant by them. (5 minutes)

2. Engage students by displaying a short YouTube clip about the Titanic. This will prepare the students for the lesson and grab their attention. (2 minutes)

3. Connect the video to the idea of how weather/environmental factors can leave an impact on daily life through a class discussion. Check for understanding through questions and going over any essential vocabulary/main points about the Titanic. Ask students to conduct a free write in their journals about how they would feel if they were a passenger on the Titanic that tragic night. Call on volunteers to share what they wrote. (8 minutes)

4. Introduce the concept of a Found Poem; through modeling the previous lessons "Dust Bowl" worksheet with the class. (10 minutes)

5. Ask students to independently read the Titanic articles; while doing so they should highlight important/visually representing/creative words that intrigue them. Once students finish independently reading; they can get together with their partners and cooperatively produce a Found Poem about the Titanic on loose-leaf paper. (20 minutes)

6. *As students are working, teacher will walk around the room and monitor student progress; stopping at certain students to ask them guiding questions and keep them on task*

7. Students are to hand in their Found Poems by the end of the first lesson; for teachers to correct and provide feedback.

8. Students are to review the corrections on their Found Poems and work on the app SonicPics to record their poems to three pictures that sufficiently represent their poem regarding the Titanic. Students are encouraged to be as creative as they want! Students who are done early can type up their Found Poems using the computers. (15 minutes)

9. Students will present their SonicPics to the class. (20 minutes)

10. The teacher will ask students to fill out an exit slip to demonstrate their comprehension of the concept of how environmental factors/weather can influence life and cause historical events; like the sinking of the Titanic. Teachers will also ask students to write how they felt about the Found Poems and if working with partners were effective. (10 minutes)

Evaluation/Assessment

- Completion/Presentation of the Found Poem and participation in class discussion
    - **Describe what a complete/full credit assignment looks like in quantifiable terms**
- Exit Slips
    - **Describe what a complete/full credit assignment looks like in quantifiable terms**

Vocabulary

- Hull
- Bow
- Iceberg
- Rudder
- Stern
- Voyage
- Unsinkable

Links for Article and Titanic Newspaper

http://www.biography.com/blog/titanics-100th-anniversary-6-survivor-stories-20799733

http://query.nytimes.com/mem/archive-free/pdf?_r=1&res=9C02E3DD103AE633A2575BC2A9629C946396D6CF

Exit Slip

Question:

Answer:

Name: Date: