

<i>School</i>	Virginia Polytechnic Institute and State University - Blacksburg, VA
<i>Subject Area & Grade</i>	Social Studies –2 nd grade
<i>Date</i>	28, February 2014
<i>Time</i>	35 minutes
<i>Grade</i>	2
<i>Lead Teacher</i>	Mrs. Salyers

Objectives

- The students are able to identify Abraham Lincoln as a famous American and that he was the president who helped to free the slaves.
- The students will be able to compare and contrast George Washington and Abraham Lincoln, using a Venn Diagram.

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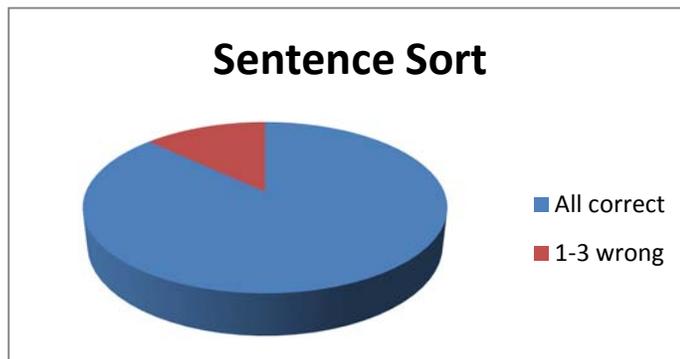
2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Pre-Assessment

The pre-assessment was collected during the very first lesson of the Social Studies unit about “Famous Americans”.

The students had to do a sentence sort and arrange a number of sentences into two different categories, assigning each statement to either George Washington or Abraham Lincoln. A class discussion had already revealed that the students knew quite a lot of basic facts about George Wash-

ington and Abraham Lincoln. During the sentence sort, many students recognized the different font styles in the sentences, but not all did so. Nevertheless, when asked, a number of students did say they had read through the statements anyway and could name one or two that were even new to them. From the pre-assessment it became clear that the lessons about George Washington and Abraham Lincoln would merely serve as remedial teaching and to correct a few fact children had mixed up or gotten wrong. Two students revealed during the discussion that they had knowledge above grade level and in the coming lessons more emphasis can be put on details that are above grade level.



Materials

Power Point presentation about Abraham Lincoln
Student worksheet
scissors
glue sticks

Introduction (5 minutes)

Gather the students on the blue rug.

"You learned a lot about George Washington this week, and yesterday we talked about Abraham Lincoln. Today we will review some more important facts about Abraham Lincoln and then you will compare & contrast the two presidents."

Point out the poster with the words on the side of the easel and remind the children of the song they learned earlier on this year about all those big words. Ask the students if they still remember the hand sign that goes with "compare, contrast".

(I have seen them singing the song during guidance lesson, and they all knew it very well.)

Praise the students accordingly.

"Now let's look at the slide show about Abraham Lincoln. There are some interesting facts that even I didn't know!"

Instruction & Activities (15 Minutes)

Start the slide show about Abraham Lincoln and move through it. Make sure it does not take too long, or the children tend to become fidgety. There are students who are ready for more details, than just to know that Abraham Lincoln was president.

"Look, he was born in Kentucky. Has someone been to Kentucky? Is it far away? Where is it?" At least one student should be able to explain that Kentucky is a neighbouring state.

"Here it tells us that he had four children. That means he had four children of his own. Would that be similar to George Washington? Or is that different?" We talked about whether George Washington had children or not and this is a good moment to emphasize again that one only had step children while the other had four of his own.

"Look at this fun fact about Abraham Lincoln. He was the tallest president. It makes me wonder how tall exactly he was. This is something to look out for when you read through a biography book!"

"Before he became president he was a lawyer. Does a lawyer do the same than what a farmer does?" G.Washington was a farmer and the children should be able to know that it is not the same. At least one child has parents who are lawyers.

"Abraham Lincoln did not like slavery. This is a very important fact to know! That is why we learn about him as a famous American."

"That is a very sad fact about Abraham Lincoln, but someone who did not like what he did shot him. That is how he died."

"In Washington D.C. there is the Lincoln Memorial. Has someone been to Washington D.C. and seen it? It is huge!" Most likely a child has been there. Ask the child to contribute and describe how big the memorial is.

"And here at the end, is another fun fact. President Obama used Abraham Lincoln's bible. Why would he have chosen to do that?" This is an extension question. Although second graders, some may be aware that president Obama is the first African-American president and that Lincoln's heritage is why he chose his bible.

"Abraham Lincoln was important, because he helped to make people in America more equal and freed the slaves."

Extension (10 minutes)

"Now that you learned about two important presidents, you will do an activity to compare and contrast both of them. But first I want you to go back to your seats."

Let the children go back to their seats according to the colour spot they are sitting on.

"I have one worksheet for you with sentences about Abraham Lincoln and George Washington. You will cut these out. There is another worksheet. What do you call this?"

(It is a Venn diagram)

"You will sort the sentences in the Venn diagram. There is no sentence that you have to glue in the middle. In the middle you will write, what both presidents have in common. If you find it difficult you can discuss with your eyeball-buddy."

Call on two students to repeat the instructions.

Ask the week's paper manager to hand out the papers. The student can call a friend for help and each will hand out one worksheet. Have each student start at opposite ends of the classroom.

"Your finished work goes in the finished work basket."

Closure (5 minutes)

Get all students attention.

"I am curious to hear what you wrote in the middle of your Venn diagram. What do the two presidents have in common?"

Call on 3-4 students to share what they wrote.

Responses should include that they were both presidents. They both were presidents during a war. They were both important for the history of the U.S.

Accommodation & Differentiation

Accommodations: The whole class instruction and group discussion allows for good accommodation. It is a good moment to clarify misconceptions but also to call on the stronger students to contribute their above grade level knowledge, which adds to the discussion. This class is fairly homogenous, but there are some children that struggle with writing assignments and it takes them a long time to finish them. This hinders their learning in subjects like social studies. To accommodate them, the sentence sort has been chosen and the students only have to write words in the middle part of the Venn diagram. Students can write single words or complete sentences. The cutting of the sentences is also an activity that helps the students who are more active and do better when they have something to do and to manipulate instead of having to sit down and write.

Differentiation The students who are gifted and who need some extra challenge will be given an extra task at the end, should there be time left. For the bulletin board the class will create a graphic that contains phrases and words that describe the person. The students will work in a group and collect a list of as many words, sentences and phrases that they think are important to have in that graphic.

The activity of comparing and contrasting itself also accommodates the learners who are on a higher level, since it is above the standards.

These children do very well during independent work, which allows the teacher ample time to assist the weaker students to complete their assignments and help them understand what the two presidents could have in common.

The worksheet activity also lets the children manipulate the materials.

Assessment

- The students are able to identify Abraham Lincoln as a famous American and that he was the president who helped to free the slaves.

This is assessed with the worksheet activity. The children need to sort the sentences in the right category and assign the correct statements to Abraham Lincoln.

- The students will be able to compare and contrast George Washington and Abraham Lincoln, using a Venn Diagram.

This is assessed with the worksheet activity. The children contrast by sorting the sentences in the different parts of the Venn diagram and then compare by writing down what the presidents have in common in the middle of the diagram.

Evaluation

In the past Social Studies lessons the instruction part has been too long and children have lost focus because of that. This was a cause of unrest in the classroom that needs to be addressed and improved. The cooperating teacher gave the feedback that the instruction should happen quicker, so that children can start to work individually. During that time, I can use the time to help the weaker students and also have something ready for students who finish early. This lesson

also contains an instruction part and attention should be paid that this does not last too long. As a beginning elementary school teacher I find it challenging to manage the time during discussion because some second graders are not very articulate and it takes them a long time to express themselves. This sometimes slows down the discussion, and other students lose focus and attention. I tend to call on too many students during presentations, and during this lesson want to limit the calls I make on students to find a better balance between giving students a moment to respond or ask a question while not letting it slow down instruction time too much.

Post-Lesson Evaluation

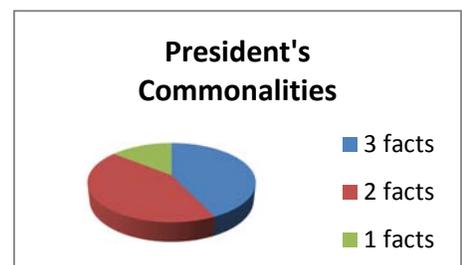
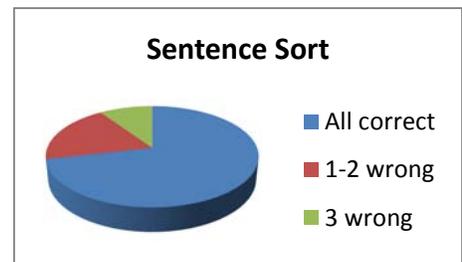
Learning Evidence

- The students are able to identify Abraham Lincoln as a famous American and that he was the president who helped to free the slaves.

In the pre-assessment the sentences were printed in different fonts to help students sort and the facts were less detailed. The post assessment included more detailed facts and all sentences were printed in the same font. The majority of students were able to sort the facts correctly, with just a few students who made 1 - 2 mistakes. Those mistakes did not include major facts but were facts that were about more detailed knowledge. One sentence for instance said that the person was "a postmaster, a surveyor and a shopkeeper". Some students sorted this with George Washington, because in class they learned that George Washington was good at Math and had worked as a surveyor. We had talked about this during the reading of a story book about George Washington. Another fact that was sorted in the wrong category by a few students was "Freed his slaves in his will". This was something we hadn't specifically talked about in class. However, all students could correctly sort in which state the president was born, whether it was the 1st or 16th president, and during which war the person was president. These are the key facts students at this grade level need to know. Students were already knowledgeable about the two presidents before, and the lessons mainly served as a remedial teaching of the basic knowledge.

- The students will be able to compare and contrast George Washington and Abraham Lincoln, using a Venn Diagram.

The analysis of the assessment yielded some interesting insight in the thinking level of 2nd graders. The idea was that the students would note some general commonalities about the two presidents. However, I have some questions whether students are developmentally ready to think in such an abstract way. The most common



answer was an example that was discussed in class, namely that both lost a parent when they were very young. Student generated answers were downright logical: they were both presidents, they both died, they both had children, both were born in the U.S. Just a handful of students noted down that they both were presidents during war time. None wrote down, that both presidents are depicted on money; something that was talked about in class. The overarching idea that both brought important changes to the country was not mentioned by any student. Only one student noted down that they both were important for the country.

Therefore, the idea that both presidents contributed to the country becoming more democratic and that as a result society became more equal must be emphasized in the future lessons about famous Americans. Moving from concrete facts to abstract ideas seems like a difficult step for 2nd graders, and I came to the conclusion that I have to teach this much more explicitly.

Reflection

STUDENT TEACHING INTERN VIDEOTAPE EVALUATION Videotape Analysis and Reflection

Name	<i>Dagmar Wabel</i>	Date of Recording	<i>28. 02. 2014</i>
Lesson	<i>Social Studies</i>	Location / Grade level	<i>Margaret Beeks Elementary / Second Grade</i>

Before social studies the children have a thirty minutes recess and it always takes some time for them to settle and get ready for class. I did keep an eye on the clock and this day there was a volunteer in the classroom as well as the homeroom teacher. The children were called to the rug by table group, which worked well and it only took one minute to get them there and have them ready. The children needed some remedial teaching about the basic facts to learn what is important to know about Abraham Lincoln and I presented them with a power point presentation. The presentation did take far too long, and when I watched the video I was surprised that after 17 minutes it was still not finished! Examining what had happened and why it took so long revealed that a lot of minutes were wasted with extra talk that was educational but not necessary in the context of the objectives and the S.O.L. For instance, I spend a full two minutes fishing for student's answers about where Kentucky is. That is however geography and they don't need to learn now to describe that Kentucky is west of Virginia. Also, when the picture came along of the Lincoln monument, I spend far too much time on talking to students how big the monument is. It's a jolly talk that allows students to share but of course it made the rug time much longer than intended. When the presentation reached the slide with president Obama I had asked the class why he would have used Abraham Lincoln's bible; but students answers were rather simple and straight forward. One student had already

read a chapter book about Abraham Lincoln and eventually I ended up having a conversation with that student that lasted too long. What did work well, concerning class room management was to let students discuss this question with a person next to them before I asked for answers.

After the presentation was over, the students also needed some instruction for their worksheet, which included a Venn-Diagram. The goal was to show them that in the overlapping part they should write down general things the two presidents had in common. For instance, that both lost a parent when they were young. When I looked at the assessment, I have doubts whether 2nd graders are actually able to do this and whether they are developmentally ready for this. They all wrote down commonalities, but with the exception of one or two students they were all rather logic and straightforward. For instance "they both died" or "they were both presidents". Successful for this lesson was that the instruction about the Venn diagram was provided on the Smartboard, and that one example was modeled. Without that, I doubt the children would have known what to do.

After the instructional part the students worked individually on their sentence sort and Venn diagram. Because the presentation and instruction lasted too long, I had to rush them through this part. I would rate this as the most unsuccessful part of the lesson. My idea was for the student to have time for this assessment, so they could think about things the presidents have in common, I could have conversation with them and maybe interrupt with a brief class discussion to guide them.

I still think that I should work more on standing still in one spot for longer. Watching myself I see the everlasting problem of me dancing around the classroom and changing my spot every two seconds. At the same time I am also not sure how bothersome that is to the students and if that is really something I must change to enhance the quality of my lessons. It does irritate me though each time I watch my own teaching.

What has gotten better is the voice level. It is fairly consistent and I do not raise my voice anymore. American students are very compliant, and when it gets too noisy it is enough to stop talking altogether in order to get their attention again. Naturally I also benefit from the school wide implementation of "noise levels". The children know what a level 1 voice is, and this is much easier than explaining to children "you cannot talk at all now".

In the past weeks there was enough time to build a rapport with this class and establish a positive relationship. The atmosphere in the classroom is very pleasant and overall

interactions with the students are positive. When the students worked individually I went around to assist them and have an extra conversation here and there. The homeroom teacher and the volunteer both assisted, which helped to use the time that was left effectively.

The children were involved in the learning process while they were on the rug, because we had a group discussion. I do make cold calls and do not only call on students who raise a hand. When they had discussion time, I also expect that everyone has an answer ready. When students worked individually, they were all involved and working on their assignment. Although, with three adults in the room it is very difficult for a student to bail out!

In general I would say that this wasn't the most exciting lesson, but it does reflect reality since few teachers will have the time to prepare special lessons for each subject every single day of the week. If I were to reteach it, I would set a timer for the presentation and move through it much quicker or replace it with an interactive game. The students already know a lot about him, and with some extra time an interactive game on the Smartboard to test the knowledge would have been more effective. This way there would also be more time for the discussion of the Venn diagram and what generalizations are. The students really needed more examples for that.

Three goals that I would set for future lessons are

- 1. Reduce time for presentations / whole class instruction. I will achieve this goal by taking my kitchen timer with me.**
- 2. There was still quite a bit of chatter during the rug time, and students were calling out. In the future I want to reduce this. This goal will be achieved by self-monitoring to ignore the students who call out answers, and stop instruction when there is too much chatter. Students who call out frequently will also be sent back to their desks.**
- 3. I still want to try to reduce dancing around the room all the time and teach myself to stand still in one spot for longer.**

NAME: #11

George Washington

He is on the penny and the 5 dollar bill.

He was a farmer before he became president.

He was from the state of Kentucky.

He helped make the United States a country.

He is known as the 'Father of our Country'

He is on the quarter and the 1 dollar bill.

He was the 1st president of the United States.

Abraham Lincoln

He lived in a log cabin when he was a kid.

He helped end slavery.

His nickname was 'Honest Abe'

He was a lawyer before he became president.

He had no children.

He was from the state of Virginia.

He was the 16th president of the United States.

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#19

NAME: _____

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He was a farmer before he became president.

He had no children.

WRITE YOUR NAME ON THE BACK OF THE PAPER

student #7



Led the Continental Army against the British.

Was elected to and served two terms as president.

Was the first American president.

Fought in the French and Indian War.

Was born in Virginia in 1732.

He was well educated in reading and math.

His father died when he was 11 years old.

both died presidents

Was elected to congress and served 15 years before running for president.



His mother died when he was 9 years old.

Set his slaves free in his will.

He was a shopkeeper, a surveyor and a postmaster.

Ended slavery during his presidency.

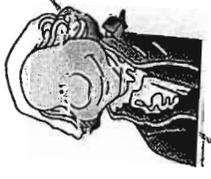
Was the 16th American president.

Was president during the Civil War.

He educated himself by reading many books.

Taught himself to be a lawyer.

WRITE YOUR NAME ON THE BACK OF THE PAPER



Was born in Virginia in 1732.

His father died when he was 11 years old.

Fought in the French and Indian War.

Was the first American president.

Led the Continental Army against the British.

Was elected to and served two terms as president.

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Set his slaves free in his will.



He was a shopkeeper, a surveyor and a postmaster. His mother died when he was 6 years old.

Was president during the Civil War.

Was the 16th American president.

Taught himself to be a lawyer.

He was well educated in reading and math.

He educated himself by reading many books.

Was born in Kentucky in 1809.

Was elected to congress and served 15 years before running for president.

Ended slavery during his presidency.

Kept important papers in his stovepipe hat.