

Lesson III: Day Three and Four

Objective 3: "continued"

- A. Students read PSD I-"B" - "HANKOW, CHINA, November 29, 1932" and examine support documents 7-11. Students will continue reliability discussions as outlined in **Lesson II - Day Two**.
- B. Students will examine PSD I-"I" - "MANILA, P.I., Wednesday, August 25, 1937" and support documents 12-14.
- C. Teacher will direct students to read PSD I-"J" - "MANILA, P.I., September 1, 1937" and support documents 15-16.
- D. Assign study of PSD I-"K" - "COLOMBO, February 7, 1938" and attached support documents.
- E. Examine photograph documents and match to statements in PSD I-"B"; I-"I"; I-"K".
- F. Instructor will apply vocabulary supplements for PSD I-"B"; I-"I"; I-"J"; I-"K" as needed.
- G. Instructor will direct students to use maps in a timely manner.
- H. Students shall rank reliability of PSD I-"A" through I-"K".

LESSON PLANS

Title: Student Validation of Primary Source Documents Grades 6-12

DAY THREE

History / Social Studies -- Author: John A. McCoy

Objective 3: "continued"

- A. Students read PSD I-"B" - "HANKOW, CHINA, November 29, 1932" and examine support documents 7-11. Students will continue reliability discussions as outlines in Lesson II - Day Two.
- B. Students will examine PSD I-"I" - "MANILA, P.I., Wednesday, August 25, 1937" and support documents 12-14.
- C. Teacher will direct students to read PSD I-"J" - "MANILA, P.I., September 1, 1937" and support documents 15-16.
- D. Assign study of PSD I-"K" - "COLOMBO, February 7, 1938" and attached support documents.

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Contrasting pictures of Chinese village life and city life will be presented. These pictures will include religious buildings such as temples, shrines and statues. They will also include people, their dress and customs found in a small village as well as in a large city. The pictures will also include natural and physical scenes of the environment of village and city. These pictures can be obtained from the National Geographic magazine, postcards, books, photographs from this Unit, etc.

Pre-Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students point and identify the same objects, people and places mentioned by teacher.

Early Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students, organized as partners, match English word cards to the objects, people, and places in the pictures. The partners will assess each other's performances.

Speech Emergence

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students will write descriptive sentences about one of the pictures of their choice and then read the sentence aloud (Additional vocabulary from Vocabulary List: Colors, Qualities, etc.)

Intermediate Fluency

1. Same as above. Students read selected sentences from Unit Documents that contain vocabulary.
2. Students, in cooperative groups, write paragraph/story as if they were writing a journal entry after visiting one of the pictorial scenes in a picture of the group's choice.
Students read silently as teacher reads aloud selected descriptive paragraphs from Unit Documents.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH -- Lesson Plans

Day Three - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 3: History of China--Using the Primary Source Documents I -"B", p.15, the students will write about the geography, climate and daily life in 1932 China. Vocabulary List: Weather, Recreation, Chinese Related, Celebrations, Occupations. Refer to Visuals: China. Refer also to Primary Source Document I -"I", pp. 26, 27.

Language Arts:

Objective 3: The students will retell the story by making an illustrated book about China after shared reading from Document I -"B", pp. 17-17. The students will share their books with elementary school students. Vocabulary List: Recreation, Chinese Related, People - Proper Names.

Math:

Objective 3: Review chart in Support Document 3A and place information in graphic form, i.e. pictographs like pie chart, bar graph, line graph, etc. Students work in cooperative groups. Present to class.

Science/Health:

Objective 3: Students will compare and contrast plants and flowers mentioned in Document I -"A", pp.1, 2, to plants and flowers found in the U.S. Vocabulary List: Environment, Flowers, Trees. Refer to Visuals: Flowers.

Music:

Objective 3: Using pictures of people arriving and departing in Hawaii, at airport or harbor, students will be able to define the Hawaiian word "Aloha" and other vocabulary words from song. After learning words through related visuals, students will sing "Farewell to Thee" in English and "Aloha Oy" in Hawaiian.

Fine Arts:

Objective 3: Students will select a flower from Hawaii to illustrate using O'Keefe's method presented on Day Two. Vocabulary List: Environment, Flowers, Colors.

Physical Education:

Objective-- Students will participate in an activity which promotes flexibility, eye/hand coordination, and cardiovascular fitness. Specific skills of catching and throwing balls will be used.

Students will participate in "dodge ball" games using large rubber balls. The balls will be named "bombs" by reminding the students of the readings they have been examining that day, especially Primary Source Document I -"I", pp.26, 27. Vocabulary List: Military.

LESSON PLANS

Title: Student Validation of Primary Source Documents Grades 6-12

DAY FOUR

History / Social Studies -- Author: John A. McCoy

Objective 3: "continued" (continuation of DAY THREE Lesson Plan)

- E. Examine Photograph documents and match to statements in PSD I-"B"; I-"I"; I-"K".
- F. Instructor will apply vocabulary supplements for PSD I-"B"; I-"I"; I-"J"; I-"K" as needed.
- G. Instructor will direct students to use maps in a timely manner.
- H. Students shall rank reliability of PSD I-"A" through I-"K".

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Pre-Production

1. Using disk player, students will view geographical features of Hawaii. Students will explore relief map. Pictures will be used to generate talking chart, incorporating words from Vocabulary List: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.

Early Production

1. Using disk player, students will view geographical features of Hawaii. Students will explore relief map. Pictures will be used to generate talking chart, incorporating words from Vocabulary List: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.
2. Students will draw and label maps with physical features using appropriate vocabulary from talking chart. Students will identify physical features in Support Documents 21K (p. 42) and 23 K (p. 45) of Unit.

Speech Emergence

1. Using disk player, students will view geographical features of Hawaii. Students will explore relief map. Pictures will be used to generate talking chart, incorporating words from Vocabulary List: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.
2. Students will draw and label maps with physical features using appropriate vocabulary from talking chart. Students will identify physical features in Support Documents 21K (p. 42) and 23 K (p. 45) of Unit.
3. Students view movie about Hawaii and generate word lists or labels of what they saw.

Intermediate Fluency

1. Students view movie about Hawaii, and in cooperative groups check words from Vocabulary List corresponding to items seen and heard in movie. (Sets: Flowers, Trees, Water, Activities, Sizes, Transportation, etc.)
2. Teacher reads aloud, and students read silently along, selected sections of Unit Documents related to Hawaii. Students write paragraph about Hawaii using words from Vocabulary List.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH -- Lesson Plans

Day Four - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 4: History of Hawaii. Using Primary Source Documents and maps presented in this Unit, the students will discuss the reasons why Pearl Harbor became known world wide and share their ideas. Refer to Vocabulary List: Places, Harbors/Bridges, Cities/Areas, States, Related to War.

Language Arts:

Objective 4: The students will compare and contrast Ms. Saxon's migration, as described in Document I - "A" and Document I - "B", with stories of migrations/immigration with which they are familiar. Teacher and students develop a "talking chart." Refer to Vocabulary List: Religion, Reading and Writing, Recreation, Chinese Related, and People - Proper Names.

Math:

Objective 4: Food prices/Inflation. Refer to Miscellaneous Support Document 5, pp. 62, 63. Students look at what food cost then, compare same items to cost today. Calculate % increase over the years. Illustrate using pictograph, if enough time.

Science/Health:

Objective 4: Using the foods presented in the different documents in the Unit, students are introduced to the food pyramid. Vocabulary List: Foods

Fine Arts:

Objective 4: Students will paint flower illustrations using water coloring brush technique.

Physical Education:

Objective 4: Students will participate in an aerobic activity which promotes cardiovascular fitness, flexibility, and eye/hand coordination.

Students will participate in an activity of their choice. The activity selected by the students must be one of the activities from earlier in the week. They will be required to change the activities in a variety of ways. For example:

1. Reliving Ms. Saxon's trip: Students create own obstacles and exercises. Vocabulary List: Transportation and Actions.

2. Four Square: Students create own place names. Vocabulary List: Places.

Lesson IV: Day Five

Objective 4: To acquire the skills necessary to use primary sources in written work, essays, research, research papers, class discussions, group interaction, oral presentations and debates.

- A. Discuss use of primary sources with the following:
 - 1. Daily written work
 - 2. Essays
 - 3. Class discussion
 - 4. Cooperative learning
 - 5. Debates
 - 6. Research
- B. Students are directed to skim textbook and select three (3) topics that lend themselves to primary source documentation.
- C. Follow up - Encourage all students to be aware that events occurring around them will be primary source documents in their future. Primary source documents and their use should become an integral component of all history students' curriculum.

See Appendix C for address and telephone numbers to obtain access to primary sources.

Assessment:

Students (single, pair, group) will develop their own lesson using primary sources that specifically document the power of war, economics (a better way of life), or the desire for freedom to cause migration. Furthermore, the student generated lesson will focus the effects of migration on those individuals choosing to migrate. (For example, see Rwanda, Cuba, Mexico, China, Haiti, or any Central American nation/states).

Each individual teacher will determine the method of student presentation; i.e. document package, oral, written, etc.

Final evaluation may be student or teacher generated.

LESSON PLANS

Title: Student Validation of Primary Source Documents Grades 6-12

DAY FIVE

History / Social Studies -- Author: John A. McCoy

Objective 4: To acquire the skills necessary to use primary sources in written work, essays, research, research papers, class discussions, group interaction, oral presentations and debates.

- A. Discuss use of primary sources with the following: (1) Daily written work. (2) Essays. (3) Class discussion. (4) Cooperative learning. (5) Debates. (6) Research.
- B. Students are directed to skim textbook and select three (3) topics that lend themselves to primary source documentation.
- C. Follow-up - Encourage all students to be aware that events occurring around them will be primary source documents in their future. Primary source documents and their use should become an integral components of all history students' curriculum. See Appendix C for addresses and telephone numbers to obtain access to primary sources.

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Pre-Production

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with written labels underneath. Students mark their bingo sheets with vocabulary words written in squares in different orders.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China, and label the different foods. Refer to foods in Miscellaneous Support Document 5.

Early Production

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with the written labels underneath. Then, to play game, teacher shows pictures of words without the written labels underneath. Students mark their bingo sheets with vocabulary words written in squares in different orders.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China, and label the different foods. Refer to foods in Miscellaneous Support Document 5.

Speech Emergence

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with the written labels underneath. Then, to play game, teacher shows pictures of words without the written labels underneath. Students call out the word expressed in the picture. Students mark their bingo sheets with vocabulary words written in squares in different orders.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China, and label the different foods. Students present their meals orally to the class. Refer to foods in Miscellaneous Support Document 5.

Intermediate Fluency

1. Using sets for FOODS and FAMILY, students play bingo game: Teacher shows pictures of words with the written labels underneath. Then, to play game, teacher shows pictures of words without the written labels underneath. Students call out the word expressed in the picture. Students mark the bingo sheets they created themselves with vocabulary words written in squares in different orders. To mark a word, student must use it in a sentence.
2. Students will draw a meal (or bring cut-out pictures from ads in magazine or newspapers) from the U.S. and from China and label the different foods. Students present their meals orally to the class. Refer to foods in Miscellaneous Support Document 5.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH -- Lesson Plans

Day Five - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 5: Students will demonstrate the skills necessary to validate primary source documents as accurate, inaccurate, objective, subjective, even-handed, prejudiced, biased, etc., by underlining or color coding selected sentences in primary source documents in this Unit. Vocabulary List: Marriage - Documents, Reading / Writing.

Language Arts:

Objective 5: The students will create a fictitious story of immigration using a variety of pictures and primary source documents--both provided by students or created by students.

Math:

Objective 5: Students plan an inventory of food needed for voyage and costs for that time period.
Vocabulary List: Foods

Science/Health:

Objective 5: In cooperative groups students will design their own food pyramid choosing the foods from the Unit and then discuss areas of nutritional deficiencies. Vocabulary List: Foods.

Music:

Objective 5: Students review vocabulary of the songs "Farewell to Thee" and "Aloha Oy." Teacher will model basic hula steps and students demonstrate basic hula dance while singing above songs.

Fine Arts:

Objective 5: Students will make fresh flower leis to be used for "Aloha Oy" performance.
Vocabulary List: Clothing, Celebrations - Kinds of Celebrations, Body.

Physical Education:

Objective 5: Students will participate in an aerobic activity which promotes cardiovascular fitness, and flexibility.

Students will participate in a "hula" dance after reviewing the materials on Hawaii. Refer to Visuals: Hawaii. Students will make their own grass skirts and leis--made in Fine Arts class-- and will participate in free form hula dancing after having it modeled by the teacher.