

Unit: \_\_\_\_\_ Social 10-1\_Tree of Growth\_\_\_\_ Carson Dennis\_\_\_\_\_

Lesson #: \_\_\_\_\_

**Outcome(s) of Lesson:**

1. S.6 **develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:** I can acknowledge the importance of multiple perspectives in a variety of situations

2.

**How will I know the students have achieved the learning outcome?**

- When students are respecting the Learning Tree filled with sticky notes on what it means to have a safe environment, that is a clear indication students are respecting one another and are open to others perspectives.
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**HOOK:**

- **Could have 2 pictures of a tree (one fully grown and a new tree, same type of tree. Have students discuss in partners or with groups of 3, about the difference between the two trees. I'm looking for (teacher) the height of the tree as the answer. When you hear this ask how long they think it would have taken this tree to grow this high and wide. With their answer discuss how this applies to people and their life journey as our journey is always growing and expanding with new experiences. We need our tree of life to grow in order to become the most well rounded people we can be for our life.**

**Learning Opportunities:**

Time	Learning Opportunity	How do I check that students understand what to do?
1:15 minutes	1)To begin I will have a sketch of a tree drawn with a bunch of branches on a big white sheet of paper (poster board) taped to the whiteboard 2)Students will come in and sit in their assigned desks 3)Before any real thoughtful/meaningful discussion happens I will have students gather into groups of 3 or 4 4)Each group will be provided a pad of sticky notes  The instructions that follow are as so:	- Throughout this entire lesson, everything is communicated and broken down in very simplistic terms. - Teacher is effectively communicating reaching multiple learning strategies. - - - The actual assignment itself (essay or some form of creative representation) will determine whether or not students are on the same page as the teacher.

	<ul style="list-style-type: none"> <li>- Using the sticky notes that have been provided to you, discuss in your group what makes a safe environment. Discuss for 5-10 minutes. (write your brief thoughts on the sticky notes and have 1 person from each group (a representative) come and place them on the branches of the tree. While this representative is placing that groups sticky notes on the tree, he/she will be orally communicating what their group came up with for safe learning environment).</li> </ul> <p>This tree diagram will be placed in a specific area of the classroom where it is highly visible so as we complete and tackle lessons/units throughout the school year, and if students are not honoring these ideas of theirs, they physically get placed at the bottom/base of the tree (sticky notes). Then as a class we discuss how to honor these ideas (proactive manner).</p> <ul style="list-style-type: none"> <li>- The teacher will provide 1 or 2 examples using oral communication (ex: respectful, listening, etc)</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>-Without explaining what is happening next in class, move to reading the book: <b>As big as the sky, as tall as the tress.</b></li> <li>-Perhaps I read a page with enthusiasm and expression, and then have students read following pages using expression as well (I may ask students who are not paying attention to read) (I walk through the entire class while reading).</li> <li>-Once the story is completed, we can brainstorm ideas on whiteboard (have students come up to whiteboard and write ideas) using a mind map. Discuss what is occurring? What are some possible themes? What did they notice? Is there any ideas/concepts standing out?</li> <li>-Eventually we come to the conclusion of 1 particular theme (Sacred Tree/Tree of Life)</li> <li>- I describe the Theme as: The Tree of Life is one of a journey. We walk in a good path as much as we can and this creates our trunk. A good path means free from drugs/alcohol, respecting ourselves and our bodies, honoring our elders and knowledge and do well for our community. Our trunk is our foundation. As we grow in our journey there are events, circumstances, opportunities or paths that we find ourselves immersed in. These can be times in our lives which bring joy or bring contrast. Both are equally important. As we learn what is needed from this extension of self or limb we then turn back around and get to the Good Path again, continuing to a time when we are in our older stage of life. We then look down at the beautiful Tree of Life we have created and the foundation and tree limbs we have created for our family and community. This is our legacy.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing students daily will give me a good sense of whether or not they are respecting one another’s different perspectives.</li> </ul> <table border="1"> <thead> <tr> <th data-bbox="1354 516 1829 553">Materials Needed</th> </tr> </thead> <tbody> <tr> <td data-bbox="1354 553 1829 943">                     Book Titled: As big as the sky, as tall as the tress                      Whiteboard markers                      Whiteboard                      Computer                      Smartboard                      Laptops/school computer or chrome books, maybe even book computer lab                      Pens/paper/pencils/erasers                      Posterboard for my tree                      Sticky notes                 </td> </tr> </tbody> </table>	Materials Needed	Book Titled: As big as the sky, as tall as the tress Whiteboard markers Whiteboard Computer Smartboard Laptops/school computer or chrome books, maybe even book computer lab Pens/paper/pencils/erasers Posterboard for my tree Sticky notes
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- 1)Following along with my I Can statement, the actual lesson will be Writing a reflection paper on “Your significant events in life” thus far.
- 2)This would be explained/described in a short essay format 3-4 pages double spaced, 12 pt font. Because this is coming from the students there is no need to follow through with research or citing. Use the concept of the Sacred Tree/Tree of life in your writing. Describe your foundation, your trunk, your branches and leaves, describe the height and so on.
- 3) Examples provided by teacher: a family animal passing, some form of hardship (bullying, confrontation), parent separation, financial insecurity, etc.
- 4) Stress to students these will not be shared with anyone else and are completely confidential to everyone, minus the teacher.
- 5)Because this is an essay writing assignment there should not be a lot of conversing, minimal to some conversing is ok as long as students are on task.
- 6) I want some real thought put into this assignment, so students would have a few days to complete this task and hand in a hard copy.

-If students are comfortable, we could have a brief oral presentation (public speaking) and have students explain/describe 1 significant aspect of their life (their choice) and how it relates to the concept of Sacred Tree/ Tree of life.

This lesson would present itself at the beginning of a school year (the first week) for a teacher to get to know his/her students.

**How do I differentiate the learning opportunity for all learners?**

- Change the depth of the essay, some students may write less and others may write more, changing the rubric (sentences structure/punctuation, and others I may focus on content or be a little lenient with mistakes).
- For the public speaking part, maybe if students are not feeling comfortable speaking in public they could record themselves and play that recording for the class.

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<b>Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)</b>	
<b>Accommodations</b>	Instead of doing an essay, some students could do a PowerPoint or some other form of creative representation.
<b>Cooperative Learning Strategies used</b>	Students working in small groups putting ideas on sticky notes for the learning tree Students bouncing ideas off one another and communicating about ideas for essay
<b>Movement Breaks</b>	
<b>Modes of Learning (Differentiation)</b>	Intrapersonal Interpersonal Kinesthetic Spatial
<b>Higher Order Question(s)/Movement Break</b>	<p><b>Musical Mingle</b></p> <p>This strategy is similar to Musical Chairs, but you simply ask students to stand. There is a chart of questions listed below which I want students to ask each other about the book. We begin by asking all students to stand. I tell them when the music plays, they will meander around. When the music stops, they will find a partner and discuss the questions listed on the smartboard (questions are below in chart from). Once students have had the opportunity to to discuss 2 questions we begin again and then repeat the process a couple times. Once the activity is done, I can ask for students to share some of their discussion points with the entire class. Most students should feel more confident sharing with the whole class because they had an opportunity to clarify and bounce ideas and thoughts off with a partner.</p> <p>To create a little more structure, I will have all students discuss the first box of questions, and proceed that way. Everyone should be on the same page then.</p> <p>This chart of questions is just symbolic of the types of questions you could use, some may not apply.</p>

	<b>Description:</b>	<b>Analysis:</b>
	<ul style="list-style-type: none"><li>• What kinds of things do you see in the work?</li><li>• How would you describe them?</li><li>• What information can you get from the credit line?</li></ul>	<ul style="list-style-type: none"><li>• What Elements of Art did the artist use (line, shape, space, form, texture, color)?</li><li>• What Principles of Design are used (rhythm, movement, balance, proportion, variety, emphasis and unity)?</li></ul>
	<b>Interpretation:</b>	<b>Judgment:</b>
	<ul style="list-style-type: none"><li>• What do you think this piece is about?</li><li>• Does the title fit?</li><li>• Pretend you can climb inside. How does the painting feel? How does it make you feel?</li><li>• Would you agree with the choice of medium and colors?</li><li>• Does the date make a difference?</li></ul>	<ul style="list-style-type: none"><li>• Why do you think other people should see this work?</li><li>• What would you do with it if you owned it?</li><li>• What is worth remembering about this picture?</li></ul>

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**Reflection and Revisions:**