American Revolution

LEGO DAY

Mr. Shinski - 3 - 45 minute class periods

-Red fonts = Assessments
-Purple fonts = Words from Bloom's Taxonomy
-Green words = A to Z Chart (continues into full unit on the American Revolution)
-Teacher "Think-Aloud"

Overview of Procedures:
A-Hook
1-Pre-reading activity, going over who Henry Wadsworth Longfellow is
2-A close read of the poem with ties to what we have previously learned in class
3-(English Teacher) Mini Poetry lesson
4-HW: Read textbook pages 120-126, questions 1-3. Activity sheet A from class (or recommended alternate activity)
5-Read "Midnight Ride of William Dawes" by Helen Moore - Complete Venn Diagram
6-(English Teacher) Mini Poetry lesson
7-LEGO Activity
8-Time for Journal Work (If time is available)

Hook: There is no hook today. Students will be interested and excited to use LEGOS in the classroom.

Teacher Input: 8 minutes
T-OK so today is the day I am sure many of you have been waiting for. Before we get started using the LEGOS, as promised, we need to make sure we all are up to speed on the lesson so we're going to finish our KWL by sharing what we've learned. (Students who did not write anything yesterday will read a short passage and then share a "L" with the teacher or class).
Everyone is going to come up and write one of the things they learned about (Chalkboard Splash)
T-OK, I am going to choose a few of the examples on the board. If you're willing to elaborate on it, please do so. If you're uncomfortable that's OK and I will for the class but I would really appreciate any volunteering!
S-(Student responses)
T-Those are all really good examples. I remember when I was in third grade and we learned about the Midnight Ride of Paul Revere. For years I grew up, like many of you did, thinking he was a lone hero. It wasn't until I was in 6th grade and had to choose a poet to write about and randomly picked Mr. Longfellow that I learned there was more to his poem and the story. So hopefully we learned something, not just about Paul Revere, but the very way history may be written. It's important for us to keep an objective eye because history is not necessarily the way it always seems and we will be learning this repeatedly throughout the year.

Guided Practice: 7 minutes
T-Let's just refresh one more time and read this short passage on the screen. (Appendix B in lesson folder). The goal of today is to create a scene of the Midnight Ride using LEGOS and our imagination. We're going to use our cameras to make "instagrams" that are going to be posted on the shared site. Looking at what we wrote in the chalkboard splash we can imagine some of the things we might try to recreate. Maybe Prescott jumping the wall or the British walking Revere back?
Here are some examples from previous years (show two or three).
T-The reason I like these ones is because the students who made them clearly planned what they were doing. To be honest, they worked quickly and had time enough to "play" with the LEGOS afterwards. Work

hard then play harder right? That's our motto. Anyways, these teams broke into assignments, some plotted the action, some built various parts, and some created a background image as you can see. I'm sure you can guess exactly what part of the story these images represent and that is exactly why they are exemplary.

Individualized Practice: 28 minutes
T-For the next 20 minutes we are going to work in our groups. Each bag of LEGOS has an inventory, do NOT lose any pieces and yes, missing pieces result in missing parts of your grade. Like maybe 100 missing points? Something like that. The other class needs them too and if you're absolutely dying to play with LEGOS, come hang out after school. For the last 5 minutes we are going to share the scene we made. If you want to make a background for your image, feel free to use the coloring supplies and paper in the cabinet - it definitely will look a lot better than a bunch of humans and chalkboards setting the horizon right?
S-(Students work in groups until time is up then they explain their creations and use the class camera to snap a photo)

Closure: 2 minutes
T-Today's exit slip is asking you to categorize your image using the hashtag (#) symbol. I want all of you to think of 3 categorical sentences that would be used on Twitter if people wanted to find your image or make it "trend." If you're confused, turn and talk with your group or raise your hand and I will come around. Once everyone in your group has their 3, decide on the 3 best and write them down.

*Photos and #'s will be posted on the classroom bulletin board once all sections have completed the task.