

Summary	
<p>*Lesson Title (create a title for your lesson): A MONUMENTal Lesson</p>	
<p>*Lesson Summary (1-3 sentence summary):</p> <p>This lesson will focus on the purpose of monuments and statues found all around this country and even in our very own town! The lesson will then focus on common characteristics, accomplishments, and traits of people who have monuments and statues dedicated to them.</p>	
<p>*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.): Social Studies, Language Arts, Visual Arts</p>	
<p>*Intended Audience/Grade Level: Kindergarten (could also apply to 1<sup>st</sup> and 2<sup>nd</sup> grade)</p>	<p>*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame): 50min</p>
Standards and Purpose	
<p>*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below):</p> <p><u>Social Studies:</u></p> <p>SS.K.A.2.4: Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.K.A.2.5: Recognize the importance of U.S. symbols.</p> <p>SS.K.E.1.2: Recognize that United States currency comes in different forms.</p> <p><u>Reading/ Language Arts:</u></p> <p>LA.K.4.2.3: The student will participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;</p> <p>LA.K.3.5.1: The student will produce, illustrate and share a finished piece of writing.</p> <p>LA.K.6.4.1: The student will use technology (e.g., drawing tools, writing tools) resources to support learning.</p> <p><u>Visual Art:</u></p> <p>VA.K.C.1.1: Create and share personal works of art with others.</p> <p>VA.K.O.2.1: Generate ideas and images for artworks based on memory, imagination, and experiences.</p> <p><u>CCSS- ELA:</u></p> <p>RL K.3 W K.2. W K.3 SL K.4 SL K.5</p>	

**\*denotes a required field**

\*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):

Photos of Dr. Albert Murphee Statue

<http://ufdc.ufl.edu/UF00031395/00001> (1960s)

<http://ufdc.ufl.edu/UF00032015/00001> (1958)

<http://ufdc.ufl.edu/UF00033802/00001> (1970s)

<http://ufdc.ufl.edu/UF00080393/00001> (present)

<http://ufdc.ufl.edu/UF00031654/00001> (1956)

<p>Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):</p> <p>What character traits do different people that are honored by memorials have?</p>	<p>*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):</p> <p>The students will show their understanding of what a memorial is by drawing a picture of their own memorial to someone special in their lives that will have some resemblance or symbolism relating to that person.</p> <p>The students will be able to use character traits to describe someone by writing or orally telling why they chose to memorialize that person.</p>
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**Assessment (how will data be collected on student performance?)**

<p>*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):</p> <p><b>Before the Lesson:</b> In the opening of the activity, ask the question “Who knows what a memorial is?” and pay close attention to both how many students raise their hands and what responses the students give.</p> <p><b>During the Lesson:</b> While students are creating their memorials, circulate the room and ask students to describe what they are drawing and writing. As the students are sharing with each other, listen to how they are describing their memorials, and take tally marks down on how well they used character traits.</p>	<p>*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):</p> <p><b>After the Lesson:</b> Collect the students’ drawings and sentences and see whether they were able to properly represent a memorial and even write a sentence or word that properly describes why they chose that person using a character trait.</p>
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#### Teaching Phase (step by step narrative guide to instruction)

\*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):

The teacher will ask the students what a memorial is. The teacher will then show various pictures of memorials (Washington Memorial, U.S. Marine Corp War Memorial, Mount Rushmore, etc.) and will end showing the Lincoln Memorial. The teacher will also ask if anyone has ever seen these memorials and to share with the class their experience.

The teacher will then explain that there are memorials in our own town too. The teacher should then show the pictures of Dr. Murphee on the University of Florida campus and ask if any students have been on the campus or seen the statue.

\*Direct Instruction (How will the teacher present the concept or skill to students?):

The teacher will then ask why these memorials were built. The teacher will say, “we make memorials for people because they have done great things or shown us good character qualities. For example, Lincoln was called “Honest Abe” because he always told the truth, and he was courageous and brave because he helped free the slaves and keep our country united even during fighting and wars.” “Dr. Murphee wanted all of the people and students at the University of Florida to feel special and important and he spent a lot of time helping them and listening to their problems.”

Then, talk about character traits. “Honesty and courage are some examples of good character traits, but character traits can be bad too. Here I have a list of character traits. Can you help me sort them into good and bad ones?” Call on students and guide them as they sort the character trait list on the SMARTboard.

\*Guided Practice (What activity or exercise will the students complete with teacher guidance?):

Next, dismiss the students to their seats (table-by-table) and have the students start creating their own memorial and describing why they chose to honor who they did. Instruct them to create their own memorial to honor someone special in their lives. Remind them that a memorial can be anything- we saw statues, tall pointy buildings, and even a carving out a mountain—it just has to remind them of that person. Instruct them to draw a picture of it with their crayons, and they then they can create a name for it and label it at the top.

\*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):

Once the students are finishing their monument drawings, have them write a sentence that explains why they chose to honor their person. On the SMARTboard, have part of the sentence written for them for support “This memorial was made to honor...”, as well as a word bank to help them with spelling of some of the character traits.

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**\*Closure (How will the learning from the lesson be reinforced over time?):**

Close the lesson by calling upon one student to retell what a memorial is. Then, remind the students that memorials can look like many different things, but they are always used to honor someone. Call upon one student to retell what some examples of character traits are. Support the students' answers by listing a few more (such as giving, gentle, brave, or nice). Repeat a number of the important characteristics of Abraham Lincoln and Dr. Murphee. Collect the memorial pictures and hang them up in the room.

Reading strategies (describe strategies in detail):  Students will have to read material off of the SMARTBOARD.	Writing strategies (describe strategies in detail):  Students will have to write a sentence about their memorialized figure. There will be a sample sentence and choices on the SMARTBOARD for them to use as the basis.	Speaking and listening strategies (describe strategies in detail):  Students will have to listen to the teacher instruction which will be reinforced by visuals on the SMARTBOARD.  Students will be asked as volunteers to share and explain their memorial drawings.
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**\*Accommodations  
(Describe how to accommodate students with special needs and how to differentiate instruction.)**

Provide additional encouragement to students during the independent practice part of the lesson. For students whose fine motor skills are below-grade level, have them describe their final product to you to be sure what they have drawn.

Differentiated instruction is in the form of visuals, share-alouds, and independent work.

**\*Extensions  
(Describe possible extensions of this lesson.)**

Re-Teaching:  Each day you can showcase one of the monuments that the kids drew and those can be the character traits of the day that you all try to demonstrate.	Enrichment:  Allow the students to go home and find a memorial that they really like either online or in magazines (with parents help) and have them present the next day. Encourage the students to look around the school and community for monuments that may already exist
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**\*Materials**

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<p>Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):</p> <p>Half plain, Half Lined paper Crayons Pencils</p>	<p>Suggested technology (What are the suggested technology requirements to use this lesson?):</p> <p>SMARTBOARD Digital photos of Lincoln, Murphee, and other memorials</p>
<p>Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):</p> <p>Abraham Lincoln Info for kids: <a href="http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php">http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php</a></p> <p>Dr. Murphee Info: <a href="http://president.ufl.edu/about/past-presidents/murphree/">http://president.ufl.edu/about/past-presidents/murphree/</a></p> <p>Photos of National Monuments with descriptions: <a href="http://kids.nationalgeographic.com/kids/photos/us-monuments/">http://kids.nationalgeographic.com/kids/photos/us-monuments/</a></p>	
<p style="text-align: center;"><b>Reflection</b></p> <p>(Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer)</p> <p>Teacher learning:</p> <ul style="list-style-type: none"> <li>• How did my students respond?</li> <li>• What would I do differently next time?</li> <li>• What would I keep the same?</li> <li>• How will I use primary sources in the future?</li> </ul>	

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**Attachments**  
(Attach or imbed worksheets and additional documents below)

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