

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-21 03:15:07
<b>Teacher:</b>	Kellie Floyd-Tubbs
<b>Class:</b>	Social Studies
<b>Lesson/Unit Title:</b>	Farming and Agriculture in the Central Valley
<b>Abstract/summary of lesson:</b>	In this lesson, students will research the grape crops that are grown in the Central Valley of California and follow their distribution throughout the world.
<b>Students will know...</b>	<p>...what regions of California grapes are grown.</p> <p>...how and when grapes are harvested in California</p> <p>...how grapes are packaged and transported.</p> <p>...know where grapes in valley are shipped to.</p>
<b>Students will be able...</b>	<p>At the end of this lesson, students will be able to draw and label a map, of California identifying the location of where grapes are grown and make comparisons to where grapes were grown in early civilizations in history</p> <p>Students will be able to create a storyboard to illustrate the procedures for harvesting the crop from the field. The student will be able to compare and contrast the modern agricultural techniques vs. the ancient techniques for farming.</p> <p>The students will be able to create a transit route poster demonstrating the path a grape takes before it lands on a supermarket shelf. They will include a write up of the role trade plays in the Central Valley and the role trade played in the area of the Ancient Eastern Mediterranean.</p>
<b>Standards/Skills addressed</b>	<p>Drawing map - students use a variety of maps and documents to identify physical features of states to explain the growth of economic systems.</p> <p>Compare and contrast agricultural techniques - 6.2.2 Trace the development of agricultural techniques that permitted the production of agricultural surplus</p> <p>Transit Route Poster - 6.2.6 - Describe the role of trade in the Eastern Mediterranean.</p>
<b>Performance tasks/projects:</b>	I will use the student's maps, storyboards, posters, and written explanations to determine if the students have mastered the standards/skills.
<b>Test and quiz questions or essay prompts:</b>	<p>Where are grapes grown in California and how does that compare to where grapes were grown in early civilizations?</p> <p>Describe the difference between the modern method of harvesting grapes vs. the ancient techniques for farming</p>

	grapes.
<b>Other evidence to be used (e.g., observations, evaluation of work samples, discussion):</b>	Explain the role that trade played in Ancient Eastern Mediterranean.
<b>Student self-assessments:</b>	I will observe students during the research phase of these projects. We will use GENIUS HOUR for focused research, and I will evaluate individual student progress during that time.
<b>Objectives</b>	Students will work with partners to self-asses and peer-asses each others work. Positive suggestions and feedback will be encouraged.
<b>Motivation:</b>	Upon successful completion of the lesson, students will be able to identify what regions of California grapes are grown, know how and when grapes are harvested in California, know how grapes are packaged and transported, and know where grapes in valley are shipped to.
<b>Presentation:</b>	To motivate my students for this unit, WE WILL EAT GRAPES AND DRINK GRAPE JUICE! We will also make a list of all the products we can think of that contain grapes.
<b>Materials needed:</b>	iPads Colored pencils Construction paper Poster board Glue
<b>Assessment/Evaluation:</b>	Map of California  Storyboard of harvesting techniques  Transit Route poster
<b>Closure/Reflection:</b>	In this lesson, we have studied grapes in California in great detail. We have also done a great job of making connections to how farming was done in early civilizations. We have researched how grapes are harvested as well as how they are transported all over the globe. We will close this activity by doing a 5-minute quick write for you to reflect on this unit of study. This will be done in your Book Creator App on your ipad.

## Standards-Based Lesson Template

<b>Submission Date</b>	2014-07-19 19:17:13
<b>Teacher:</b>	Roxanne Padget
<b>Class:</b>	Social Studies
<b>Lesson/Unit Title:</b>	Homelessness: Undermining the Stereotypes
<b>Abstract/summary of lesson:</b>	This lesson will discuss issues of homelessness: 1) what does it mean to be homeless? 2) why do people become homeless? Why should we care about the homeless?
<b>Students will know...</b>	<p>That most stereotypes about homeless person are untruths.</p> <p>That they are people that require compassion and assistance.</p> <p>That there are many reasons why people become homeless and there are many problems that they face.</p>
<b>Students will be able...</b>	<p>to acquaint themselves with the difficulties of people without homes.</p> <p>to examine their attitudes about homelessness and look beyond the stereotypes.</p> <p>to acquire basic information about homelessness</p>
<b>Standards/Skills addressed</b>	<p>California Common Core Standards Addressed:</p> <p>ELA: R7.2, 7.3, 7.6, 7.8 W7.2, 7.4 S7.1, 7.4 L7.1, 7.2, 7.3</p> <p>Social Studies: RH 7.2, 7.4</p> <p>Reading and Evaluating Informational Text Write texts to examine a topic and convey ideas Discuss issues and express ideas clearly Present claims and findings Demonstrate command of English grammar when writing and speaking Determine central idea of text Determine meaning of words and phrases describing social and political aspects of social studies</p>
<b>Performance tasks/projects:</b>	<p>Students will complete a questionnaire to ascertain the level of knowledge regarding homelessness this will be corrected and discussed whole class</p> <p>Students will break into groups and read one of six scenarios after reading they will discuss and create a presentation discussing the problem and possible resolutions to the problem</p> <p>Hobson's Choice students will play interactive internet game about homelessness then write a journal entry about the issues they ran into trying to solve their homeless problem through the game.</p> <p>Students will write a five paragraph essay on your feelings</p>

**Test and quiz questions or essay prompts:**

about homelessness.

Students will complete the same questionnaire to find out what they have learned about being homeless.

**Basic Facts About Homelessness: Are You in the Know?****Pre-lesson Questionnaire**

1. How do U.S. and California laws determine that a kid is in a homeless situation?
2. Every night in the U.S., about how many people experience homelessness?
3. Over the course of a year, about how many million people become homeless?
4. True or False: Single-parent families and homeless youth are among the fastest growing subsets of the nation's homeless population
5. Yes or No: Is homelessness a significant problem in America?
6. What are 10 common reasons that people become homeless?
7. Why don't homeless people just live with family members?
8. What is the current hourly minimum wage (before taxes or any other deductions)?
9. The federal government says housing is "affordable" when a person pays no more than a certain percentage of their income on housing. What is that percentage?
10. Why don't homeless people just get jobs and earn money to pay for a place to live?
11. True or False: An estimated 1.3 million young people are in the street each night.
12. True or False: Children and older kids become homeless because the adults who care for them are too lazy to work
13. True or False: Kids who choose to be homeless rather than live with their parents are just being rebellious.
14. True or False: Teens in foster homes are at increased risk of experiencing homelessness
15. True or False: Non-judgmental assistance is available for kids without homes

**Essay Prompt**

Based on what we have learned about homelessness during yesterday's lesson write a five paragraph essay on your feelings about homelessness, how have your stereotypes changed since the beginning our study, and reflect about how you would feel if you were homeless (your feelings and others feelings toward you).

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

Other evidence being used to evaluate learning are the group scenario presentations, discussion of the article – "One Million Students Homeless" and the journal reflection based on Hobson's Choice

**Student self-assessments:**

Hobson's choice interactive website about choices for the homeless and journal reflection

**Objectives**

Objectives of this lesson are to build empathy for homelessness by dispelling stereotypes and giving information about causes and problems

**Motivation:**

The major motivation for this lesson plan is to bring some of what I learned through my internship with the Center for Human Services Pathways Program to my students. Since Pathways deals with young adults; and young adults are

one of the fastest growing subsets of the homeless population, I felt it important to look at the social justice of homelessness. I also feel that students as a whole lack empathy and have many stereotypes about homelessness and that through this learning some attitudes may be changed

#### **Presentation:**

Present Questionnaire to students and have them complete After questionnaire is completed go through questionnaire and discuss each answer to raise awareness of poverty and homelessness  
Hand out Definition, Causes and Problems of Homelessness paper  
Separate students into groups and handout group scenario cards. Students are to read the scenario and discussion the situation, what are the causes of the homelessness, what are the possible solutions to the scenario. Students are to create a presentation using the scenario and the information they discussed. Groups will present.  
Class will read “One Million Students Homeless” – discuss Class compose an essay about what they have learned about homelessness, how their ideas about homelessness might have or have not changed, and what they would do if they found themselves homeless.  
Students will log onto Hobson’s Choice and go through the interactive website. They can try a couple of different scenarios to change the outcome of their homelessness.  
Students will write a reflective writing based on this experience.  
Students will complete a post questionnaire to assess learning

#### **Application/Activities:**

Pre and post questionnaire  
Reading and discussing Definition handout and Scholastic Article – “One Million Homeless”  
Group project and presentation on Homeless Scenarios  
Technology application and reflection for Hobson’s Choice

#### **Materials needed:**

Basic Facts about Homelessness - Are You in the Know? - a questionnaire to help students gauge their pre-lesson knowledge about homelessness  
  
Hand out Definitions and information about reasons for homelessness and problems that the homeless face  
  
Group Scenario cards for group presentations  
  
Scholastic article - One Million Students Homeless  
  
<http://vinformation.famvin.org/vincentian-formation-resources/presentations-media-games/hobsons-choice/>

#### **Assessment/Evaluation:**

Basic Facts About Homelessness: Are You in the Know?  
Pre-lesson Questionnaire  
Group scenario presentations  
Reflective writing based on Hobson’s Choice  
Essay Prompt

#### **Closure/Reflection:**

Basic Facts About Homelessness: Are You in the Know?  
Post-lesson Questionnaire  
Sharing of Reflective Writing  
Extension – Service Learning Project for Homeless Shelter

[REDACTED] or Program