

“One Lost Pilgrim”

Grade: 2nd		Subject: Social Studies	
Materials: Scholastic News, highlighter		Technology Needed: none needed	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain: students will read the Weekly Reader and highlight important facts/take notes on their own.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) 2.2.4 Describe the exchange of ideas, culture, and goods between the Native Americans and the white settlers (e.g., the Pilgrims, Wampanoag, explorers)		Differentiation <p>Below Proficiency: During the Socratic seminar, say the student’s name before asking the question so they can be looking at ideas. Or have these students stay a couple extra minutes before transitioning to answer more surface level questions.</p> <p>Above Proficiency: Along with focusing on ideas and cultures between the Pilgrims and Wampanoag, add in the Native American ideas and culture. Have them write and present their findings.</p> <p>Approaching/Emerging Proficiency: Encourage these students to research beyond this weekly reader using books or online databases.</p> <p>Modalities/Learning Preferences: Auditory/Social, Visual, logical</p>	
Objective(s) By the end of the lesson, students will be able to discuss the ideas and culture between the Pilgrims and Wampanoag by participating in a Socratic Seminar.			
Bloom’s Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will be in a circle on the carpet so we can have a Socratic seminar about our weekly reader. -Students will have their weekly reader in front of them.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will conduct appropriate Socratic seminar behavior by being respectful of others’ thoughts and ideas. -They do not need to raise their hands in the seminar but will take turns listening and speaking.	
Minutes	Procedures		
	Set-up/Prep: Students will be brought to the carpet and sit in a circle with their weekly reader that is already highlighted and in front of them.		
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Review the weekly reader and what the students read about. -The students should already have notes jotted down and highlighted key details in the weekly reader.		

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<p>15-20 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>-The students will be doing a Socratic seminar about the weekly reader “One Lost Pilgrim”. Remind them that they do not have to raise their hands to speak but should take turns speaking and listening.</p> <p>Questions that may facilitate conversation:</p> <ul style="list-style-type: none"> -How would you feel if you were lost and away from your family? -Did you think the boy was scared while with the Wampanoag? Why? -Would you like to speak a different language? Why? -What are your thoughts about traveling by boat rather than a car? -Look at the back, imagine wearing clothes made of thick wool material. What if those were the clothes you wore year-round? -What do you think of their food? Was it different? Why do you think so? 	
<p>10 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> -Students will already have some independent work on this weekly reader during reading rotations. <li style="padding-left: 20px;">-Their expectation is to highlight, jot down notes and ask questions so they can bring them to the Socratic seminar. -After the Socratic seminar, the students will use their library time or reading rotations to research pilgrims, Native Americans and the Wampanoag to write what new information they learned. They can use their R.A.N charts or write a short story (optional). 	
<p>3 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> -No review will be needed since this is a Socratic seminar and has review prior. -Wrap up will include with finishing thoughts on the last question/discussion topic and then put their weekly readers away and get ready to go home. Students will do their classroom jobs. 	
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will keep a Socratic seminar map and track who all speaks/participates. This will show me who I should do a smaller seminar with and ask more surface level questions with to see if they do understand the reading or not.</p>		<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Students will write about what they learned and still have questions on and present to the class. When they ask questions they might still have, the class can try to answer and have a discussion.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		