

Memo to: Grade 6 teachers of SS and/ or Science

From: Members of the Curriculum Committee

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Subject: Curriculum Results

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The attached lesson plan and PBL (problem based learning) project is intended to replace chapter 3 in Social Studies and chapter 2 of the Science Book. The object of this “plan” is to maximize teaching time because of the cross-over of topics between the two subjects. The text books are intended to be used as a reference as opposed to the main source of teaching.

The goal is that through this lesson, the students will acquire the content and material as delivered by the text books. We are anticipating that this lesson should take approximately 45 minutes-one hour per day for two weeks. You may choose to lengthen or shorten this as needed. It replaces direct instruction of SS and/or Science for that week. The assessment is based on the completion of the attached problem, defined by its accompanying rubric. You may choose to add or delete any items as you decide.

The tasks required by the students are graded according to the rubric. If a student completes all requirements that fall into the expert column, they will receive 100 %. If students choose to aim for the practitioner column, they will earn a 78%. Of course, students may cross into all columns for each individual piece of the end product. This project is intended for a group, however, there is one piece (the archaeological dig) that is graded individually.

The following is a suggested step-by-step guide of how this may be implemented in September.

1. Hand out the task statement to all students, and read it together. (or brainstorm what archaeology is prior to the activities)
2. Distribute rubrics and discuss grading of them. (Grades could count for SS/Science/Language Arts.)
3. We are enclosing a sample checklist of tasks the students must complete in order to finish the project. However, we recommend that you ask the student groups to create their checklist so that they have a deeper understanding of what is asked of them. The tasks we included have enough diversity so that all students will be engaged in a task. (research, technology, writing, chart making, index cards, etc)
4. Students should realize that the text books can be used as a resource (and in some cases have to be used as such).
5. Each day students should plan to come in for the block of time and work on a specified activity.
6. If you choose to incorporate the suggested Literature stories, they can be used as an additional related assignment.
7. Students should then begin their task!

The following is a list of materials that you will need:

- ❖ index cards: 20 per group
- ❖ computers
- ❖ plaster of paris or something similar
- ❖ clay or something similar
- ❖ large construction paper for the chart (11 x 14 or larger)
- ❖ some hand out about character traits and what they are
- ❖ copies of the scavenger hunt
- ❖ Samples of job descriptions for students to view
- ❖

Teacher Hints for each rubric row:

1-FUTURE DIG ITEMS: The items should be a cross section of what helps define our culture. We defined these as: food, clothing, recreation and leisure, tools, technology, education, religion, government, and jewelry. Hold a benchmark lesson about what culture is.

2-CAST: For the expert, we are requiring that a separate label be included.

3-MOLD: Same as CAST

4-SUMMARY of DIG: This is an individual assignment. Attached is a separate rubric to review with the class before they attempt this piece. A benchmark lesson should be given about summarizing. Articles should be provided for the students to summarize.

5-JOB DESCRIPTION: You may want to have a whole class lesson or offer a mini-lesson about what character traits are. (You could also require this to be an individual component as well.) Additionally, the attached list of job descriptions should be included as a resource for students to follow as a prescribed example to create the archaeologist job description.

6-CHART: The chart we are looking for is actually found on page 68 of the Social Studies Text. It encompasses the Science content of this topic as well. We would recommend that you do not tell students where to find this. Rather, have them research it in their books.

7-SCAVENGER HUNT: Students will need to use the computer in order to answer the questions given. You can choose to have them complete this in pairs or individually. We found this through the K-6 Technology link.

8-ORGANIZATION: As defined on rubric
Additional assignments include 2 online quizzes through funbrain.com.

We are hoping this will be a fun activity and a different approach to teaching this topic. If you have any questions, suggestions or comments, please contact us through GroupWise or through email: Elaine Schwarze Schwarzee01@aol.com

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