

Social Studies - Famous Virginians Movie - 4th grade, 4th quarter

Strand(s): Social Studies English	SOL objectives: Social Studies: VS.2, VS.3, VS.5, VS.6, VS.9 English: 4.1, 4.2, 4.5, 4.7 Technology: 4.3.9, 4.3.10, 4.4.3, 4.4.4, 4.6.2
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1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

Virginians made important contributions to the region's and nation's history.
 Communication is a convention that manifests itself in social, academic, personal, and professional environments through various technologies.

Essential Questions

1. Who are the Virginians who made important contributions to our history?
2. Why were their contributions monumental?
3. How did they communicate their ideas then?
4. How can you use video to persuade others that these individuals were significant to Virginia's history and/or the nation's history?

Knowledge and Skills

Students will be able to name influential Virginians and their contributions.
 Students will be able to explain why these contributions were significant.
 Students will write persuasive speeches.
 Students will develop videography skills

Vocabulary

Persuasive
 Influential
 Videography terms (pertaining to equipment and editing software)

2. ASSESSMENT EVIDENCE

Prior knowledge Students will recall information learned about famous Virginians.	Ongoing throughout lesson <ol style="list-style-type: none"> 1. Students will choose a famous Virginian to portray. 2. Students will list key contributions of the Virginians. 3. Students will write a persuasive speech revealing that the person was indeed influential. 	By the end of the lesson Students will video tape their speeches and edit their movies to create a final video about the influential Virginians.
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3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook) Tell students they will be impersonating famous Virginians. Their goal is to convince others that these Virginians made important contributions and deserve to be remembered (entered into the Virginia Hall of Fame).	What students are doing Students are researching and organizing notes about the famous Virginians. Students use graphic organizers to plan persuasive speeches. Students write persuasive speeches. Students make decisions about how to present speeches (memorized, costumes, 1 st person, etc.). Students video tape each other giving speeches.	Conclusion Students work together to edit videos to create one master copy of every child's speech.
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Accommodations

Extra support: Graphic Organizers to scaffold the writing process. Two students could be "cast" as the same influential Virginian and work together to write and produce their speeches.
Enrichment or early finishers: Work with students to add special effects to their video to make it more engaging and persuasive.
Various learning styles: Kinesthetic, Linguistic, Verbal, Visual
Limited English proficiency: Graphic organizers, work in pairs

Materials and Resources

Graphic Organizers
 Information/Notes about famous Virginians
 Video Camera, video tape, tripod, firewire cable, computer
 Video editing software
 Costumes (optional)

or small groups to produce a speech/video in two languages (i.e., English and Spanish), provide a sample video to show goal	
<i>Related Technology</i>	<i>Literature Connections</i>
Technology: 4.3.9/ 4.4.3 – Use a video camera to record video segments 4.3.10/4.4.4 – Participate in creating class video projects/ share with an audience 4.6.2 – Apply age appropriate critical thinking skills to gather information and critique content	
4. WRAP-UP (5-10 min)	
<i>Assessment</i>	<i>Homework</i>
Final product will be judged on the accuracy of information, the persuasiveness of the speech, and the professionalism of the video.	
5. TEACHER REFLECTION	
<ul style="list-style-type: none"> • Were my students talking about the famous Virginians, or was I doing all of the talking and students were just listening to me? • Were my students engaged at the beginning of the lesson? • How much time did I spend reviewing homework, and how much time did I spend on new material? • Did the students respond to “How” and “Why” questions? • Did my students have an opportunity to discuss and/or write about the famous Virginians? • What changes would I make next time the lesson is taught? • What steps do I need to take next in this topic? 	