

IMPACT Lesson Plan

Grade Level: 4th

Title: NC State Symbols

Created by: Woodleaf 4th Grade Team (Nixon, Young, Stephens), Marian Lytle MC and Wendi Hargett TF

Main Subject: Social Studies

Key Vocabulary: symbol, adoption (date), resource, physical properties, nutrients

Essential Question:What symbols are associated with North Carolina history?

NC Standard Course of Study:

Science:

1.03 -Observe and discuss how behaviors and body structures help animals survive in a particular habitat.

2.01 -Describe and evaluate the properties of several minerals.

2.02 -Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:

- Hardness.
- Streak color.
- Luster.
- Magnetism.

4.03 -Discuss how foods provide both energy and nutrients for living organisms.

Social Studies:

3.02 -Identify people, symbols, events, and documents associated with North Carolina's history.

5.02 -Describe traditional art music and craft forms in North Carolina.

Math:

4.01 -Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.

Language Arts:

2.01 -Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).

2.06 -Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

3.06 -Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

4.03 -Make oral and written presentations using visual aids with an awareness of purpose and audience

4.10 -Use technology as a tool to gather, organize, and present information.

5.04 -Compose multiple paragraphs with:

- topic sentences.
- specific, relevant details.
- logical progression and movement of ideas.
- coherence.
- elaboration.
- concluding statement related to the topic.

Information Skills:

1.01 -Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

1.11 -Explore primary and secondary sources.

4.05 -Gather information.

4.08 -Credit sources of information.

4.10 -Evaluate the product.

5.02 -Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.

Technology:

2.11 -Recognize, discuss, and use rubrics to evaluate elements (e.g., content, organization, appropriateness of materials, citations) of multimedia projects/products.

Strand - Multimedia/Presentation

3.04 -Enter data into prepared spreadsheets and select graph to best represent data and cite sources of data. Strand - Spreadsheet

3.07 -Locate, select, organize, and present content area information from the Internet for a specific purpose and audience, citing sources. Strand - Telecommunications/Internet

PE:

6.01 -Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.

Procedure:

Students will research 2 state symbols. One must be from the Food, Rock/Mineral or Animal groups. The other can be their choice. They will research online at the following and with Marian in the library. A paper template for note taking will be provided.

Website Sources:

NC Encyclopedia

<http://statelibrary.ncdcr.gov/nc/SYMBOLS/SYMBOLS.HTM>

NCWiseowl

Amazing Animals <http://go.grolier.com/>

Food group: strawberry, blueberry, milk, sweet potato, scuppernong grape

Animal group: Cardinal, Eastern Box Turtle, Brook Trout, Plott Hound, Channel Bass, Honey Bee, Gray Squirrel

Rock/Mineral Group: granite, emerald

Others: Shad Boat, Venus Flytrap, Fraser Fir, NC Flag, Dogwood, NC Seal, Scotch Bonnet, Pine Tree, Carolina Lily

Students will create a Keynote presentation on their 2 symbols. A paper template for each slide will be provided.

These will be shared with the whole class.

Students will take a survey after the Keynote presentations about their favorite symbol. Results will be put into a Numbers spreadsheet and a graph created.

Guest speaker: Lady with Plott Hounds (Name forthcoming)

Cross Curricular Extension:

Enhancements:

Music teacher will be asked to incorporate: state song, clogging/shag music

Art teacher will be asked to incorporate: dogwood drawings

PE teacher will be asked to incorporate: shag dancing and a clogging demonstration

Assessments:

Rubric was used to evaluate the Keynote presentation.