Name: Heather Beiswenger
Grade Level: 2
Unit Title: Rochester Change Over Time
Lesson Title: Elephants, Jugglers, Lions, Oh My!
Subject: Social Studies

NYS Standard:
- Standard #1 History of the United States and New York (Elementary): The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the way people are unified by many values, practices, and traditions.
- Standard #3 Language for Critical Analysis and Evaluation (Elementary): Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

NYS Performance Indicator:
- Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- Students present arguments for certain views or actions with reference to specific criteria that support the argument.

Guiding Question: What does the circus have to do with Rochester and with History?

Lesson Objective #1:
Given two pictures, the students will be able to identify different possibilities of what the pictures illustrate and what academic concepts may be associated with them, with 100% accuracy.

Lesson Objective #2:
When being asked various questions the students will be able to answer the questions and give a reason for their answers with 100% accuracy.

Anticipatory Set:
I will begin the lesson by putting two pictures on the overhead and ask the students to get with a partner and brainstorm different possibilities of what the picture is about and what they might be learning about.

Say:
“Today we are going to look at two different pictures, and I am not going to tell you what is in the pictures or why you are looking at them. You are going to be getting with a partner and coming up with different possibilities for what is in the pictures and then you are going to tell me why we might be learning about them. Then after we figure out what is in the pictures, I am going to have all of you be detectives and answer some questions.”
Description/Method(s)/Assessment(s):

**Method(s):**
- I will use *mysterious possibilities* to capture the students’ interest, become focused, and arouse their curiosity.
- I will use *cooperative learning* to engage the students in the activity and to help them to see there is more than one way at looking at things.

**Description:**
I will have the students make predictions in their groups and come up with reasons why they chose those predictions and why we might be learning about them. Then, I will tell the students that the pictures involve the circus. I will have them look at them again and see where they can make some connections to the circus. I will ask them what they think we are going to learn about the circus. Then, I am going to ask them to be detectives and answer many questions, retrieving the answers from articles around the room and from their own common sense. The questions will require them to do some critical thinking and be able to explain their thoughts and ideas.

**Assessment(s):**
- I will have the students write down their various guesses as to what they think the pictures are of. Then, I will have the students share out to the class a couple of their predictions.
- As the students are answering the probing questions that I ask them, I will walk around the room and listen in on their conversations to ensure that they are on task and to see if they need some help answering any of the questions.

**Student-Teacher Resources:**

**Student Resources:**
Usual supplies, also pictures and reading material from:

**Teacher Resources:**
Pictures and Information from: