TRT: Stephanie Massaro

Original LP in Ed Portal: <http://www.nps.gov/cato/forteachers/classrooms/blacksmithinsocietylessonplan-5.htm>

**\*\*Park Name**

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| [Catoctin Mountain Park](http://www.nps.gov/cato/index.htm) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| **The Blacksmith in Society Lesson Plan #5 - Revitalizing the Spirit** |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| * To illustrate how the use, conservation or depletion of natural resources affects an area. * To show how people "return to nature" hoping to find inspiration that will help them cope with the stresses of their everyday lives. * To tell how Franklin Roosevelt's economic recovery programs jumpstarted the American economy and left a legacy for future generations |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_X\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

X\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_X\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Grade Level: 4 Subject Area: English Language Arts**  **Common Core Standards:**  [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  [CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.  [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  [CCSS.ELA-Literacy.RI.4.9](http://www.corestandards.org/ELA-Literacy/RI/4/9/) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  **Grade Level: 5 Subject Area: English Language Arts**  **Common Core Standards:**  [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  [CCSS.ELA-Literacy.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  [CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/RI/5/5/) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  [CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

**\*\*State Standards:**

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| **State: Maryland Subject: Social Studies Skills Grade Level: 4-5**  **State Standards**  Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.   * Apply and organize information specific to social studies disciplines by reading, asking questions, and observing. (MLO 1.2) * Interpret and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents. (MLO 1.3) * Make decisions and analyze decisions of individuals, groups, and institutions. (MLO 1.5) |
| **State: Maryland Subject; Geography Grade Level: 4-5**  **State Standards**  Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.   * Identify and locate physical and human characteristics of places and explain how those characteristics have affected people living there. (MLO 3.2) * Describe the relationship between physical characteristics of a place and the location of human activities. (MLO 3.3) * Identify ways and reasons why people adapt to and modify the natural environment with technology, and analyze consequences of the modifications. (MLO 3.8) |
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**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_X\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_X\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| 60 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Print copies of student readings parcket for each student/small group  \*Print copies of Old Christian Weller reading for each student/small group  \*Print copies of worksheet questions for each student/small group  \*Provide sheets of writing paper for students to complete writing prompts |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| 1. After reviewing the introduction to the Teaching with Historic Places Lesson Plan, "Camp Misty Mount: A Place for Regrowth", complete the "Setting the Stage" teaching activity so that students will understand how the land that comprises Catoctin Mountain Park has been used over the past several centuries.  2. Distribute copies of the readings for Lesson Plan 5 to students and have them read both excerpts. Ask students to write a paragraph describing how an experience with nature has influenced their lives. When the paragraphs are complete, have students exchange paragraphs so that they can read about another student's experience. After reading about Christian Weller, the National Park study and other student's experiences, lead students in a group discussion addressing the benefits that can be obtained by communing with nature.  3. Distribute the Reading, "The Changing Uses of the Catoctin Mountain Forests", have the students complete the questions on the worksheet for that reading.  4. Have students work in small groups to locate state or federally protected forests or other natural places in their immediate area. Have them find out the current ownership and history of the sites and explain why they are publicly or privately owned. If possible they should look for maps of their locality from 10, 25, and 50 years ago, and note how much natural land was undeveloped compared with today. They might use field guides to determine how long various places have been left to nature or whether they have been part of a reclamation project. Then have students analyze the current conditions of the properties, the growth of surrounding communities, the availability of recreational areas, and the importance of the ecosystem to decide if these areas should be preserved. Have each group present its findings to the class and then hold a general discussion about the quality of the remaining natural places in their locality. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| Student Readings |

**Summary (how does the material function in the lesson?):**

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| Setting the Stage reading, A Place for Regrowth reading, and The Changing Uses of the Catoctin Mountain Forest reading all in one document |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/cato/forteachers/upload/lp5-1.pdf |

**Material #2**

**Title (255 characters maximum):**

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| Student Reading: Old Christian Weller |

**Summary (how does the material function in the lesson?):**

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| Reading required for student analysis |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/cato/forteachers/upload/lp5-2.pdf |

**Material #3**

**Title (255 characters maximum):**

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| The Changing Uses of the Catoctin Mountain Forests |

**Summary (how does the material function in the lesson?):**

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| Student worksheet/questions |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/cato/forteachers/upload/lp5-3.pdf |

**Material #4**

**Title (255 characters maximum):**

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| Drawing 1 – Map of Camp Misty Mount |

**Summary (how does the material function in the lesson?):**

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| Map needed for part of lesson |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/cato/forteachers/upload/lp5-4.pdf |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| Supplemental Activities to the Blacksmith in Society Unit: <http://www.nps.gov/cato/forteachers/upload/lpsupp.pdf>  The "[Teaching with Historic Places](http://www.cr.nps.gov/nr/twhp)" program offers a series of short, easy to follow lesson plans based on places listed in the National Register of Historic Places.  Camp Misty Mount: A Place for Regrowth:  [Camp Misty Mount: A Place for Regrowth](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/47misty/47misty.htm) program inspects a recreational demonstration area (RDA) in western Maryland, created as part of a Great Depression government relief program. |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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| Five lesson plans are available for the Blacksmith in Society:  [Lesson Plan 1: Economic Incentives for Industrial Development](http://www.nps.gov/cato/forteachers/upload/lp1.pdf)   * [Lesson Plan 1 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp1-1.pdf)   [Lesson Plan 2: Mapping Your Community](http://www.nps.gov/cato/forteachers/upload/lp2.pdf)   * [Lesson Plan 2 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp2-1.pdf) * [Lesson Plan 2 attachment 2](http://www.nps.gov/cato/forteachers/upload/lp2-2.pdf) * [Lesson Plan 2 attachment 3](http://www.nps.gov/cato/forteachers/upload/lp2-3.pdf) * [Lesson Plan 2 attachment 4](http://www.nps.gov/cato/forteachers/upload/lp2-4.pdf) * [Lesson Plan 2 attachment 5](http://www.nps.gov/cato/forteachers/upload/lp2-5.pdf)   [Lesson Plan 3: The Cost of Wages](http://www.nps.gov/cato/forteachers/upload/lp3.pdf)  [Lesson Plan 3 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp3-1.pdf)  [Lesson Plan 4: The Price of Freedom](http://www.nps.gov/cato/forteachers/upload/lp4.pdf)   * [Lesson Plan 4 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp4-1.pdf) * [Lesson Plan 4 attachment 2](http://www.nps.gov/cato/forteachers/upload/lp4-2.pdf) * [Lesson Plan 4 attachment 3](http://www.nps.gov/cato/forteachers/upload/lp4-3.pdf)   [Lesson Plan 5: Revitalizing the Spirit](http://www.nps.gov/cato/forteachers/upload/lp5.pdf)   * [Lesson Plan 5 attachment 1](http://www.nps.gov/cato/forteachers/upload/lp5-1.pdf) * [Lesson Plan 5 attachment 2](http://www.nps.gov/cato/forteachers/upload/lp5-2.pdf) * [Lesson Plan 5 attachment 3](http://www.nps.gov/cato/forteachers/upload/lp5-3.pdf) * [Lesson Plan 5 attachment 4](http://www.nps.gov/cato/forteachers/upload/lp5-4.pdf)   [Lesson Plan Supplement: Suggested Additional Activities](http://www.nps.gov/cato/forteachers/upload/lpsupp.pdf)  [Blacksmith In Society brochure](http://www.nps.gov/cato/forteachers/upload/bssiteb.pdf) |