

*Not Just a Scenic Road: The Blue Ridge Parkway and Its History*  
NEH Landmarks of American History and Culture Workshop

**LESSON PLAN FORMAT**

*Please use these steps and guiding questions to help you format your lesson plan.*

Date \_\_\_\_\_

Teacher Name \_\_\_\_\_

Grade Level-1-3

Title of Lesson-Make Way for Ducklings

Content Area-Social Studies

Timeline of Lesson-Five class periods

Description / Abstract of Lesson-Using Literature to teach Economic concepts and themes of Geography-Make Way for Ducklings by Robert McCloskey.

Mr. & Ms. Mallard are looking for a place to live. Every time Mr. Mallard finds a place, Ms. Mallard says it is not a good place to raise a family. They finally decide on a place in Boston along the Charles River. Ms. Mallard has eight ducklings and decides to leave the Charles River site and settle in the Boston Commons. The trip from the river to the Commons becomes quite a problem for Michael, the policeman, who oversees the adventure.

STEP 1: Content and Cognitive Goals

What do you want students to know and be able to do?

What knowledge, skills, strategies, and attitudes do you expect students to gain?

What important content and concepts will students learn?

Students will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society. Students will demonstrate an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities. Students will demonstrate an understanding of scarcity, production, interdependence, location, place, and movement.

STEP 2: Links to Curriculum Standards

What local, state, or national standards will be addressed?-Social Studies Standard Course of Study for Grades one-three: Neighbors and Communities Around the World, Regions, Local, State, U.S., and World, Citizenship: People Making a Difference

### STEP 3: Guiding Questions for This Lesson

**Why would your students want to know about this topic?**

**Students will want to identify economic resources located within their community. They will want to know the relationship between economic wants and needs. Students will want to know how a community is dependent on services.**

**What "essential" questions will generate discussion about this topic?**

**How do people begin to build a community? What are some things that are necessary for families to live in a community? How do transportation and communication networks link communities?**

**What questions will be asked to help students focus on important aspects of this topic?**

**How does the Mallard family use natural resources to meet their needs and wants? How was the Mallard family dependent on people in Boston? How did the physical setting of the community help the ducks satisfy their wants and needs? How did people use transportation in the city? What two reasons did Ms. Mallard give for choosing the public gardens as a home for her family? What jobs did you see pictured in this story? Think about your community. What services/service workers does your community have? How did the Mallard family rely on the people of the community to help them? How might the ducks interfere with movements of the people?**

### STEP 4: Assessment

**How will you know your students have reached the lesson goal?**

**What assessment tools will you use? Journal entries will be used, as well as group projects, teacher made evaluations, thinking maps, and group and individual conferencing.**

**How will students be involved in ongoing assessment? Journal reflections, class discussions, and conferencing will occur.**

**How will students assess themselves? Rubrics will be used and peer assessment will take place.**

**How can technology support and/or enhance assessment? Students will use technology to create projects that can be used to integrate the arts and other subject areas. This project could be assessed by the class and by the teacher.**

We will discuss and answer these questions together as a group.

#### STEP 5: Learning Connections

What student needs, interests, and prior learning are a foundation for this lesson?

What conceptual difficulties might students have?

What curriculum connections will you make in this lesson with other topics you teach?

#### STEP 6: Learning Activities or Tasks

What engaged and worthwhile learning activities and tasks will your students complete?

How will they build knowledge and skills; learn independently and with others; demonstrate knowledge, ability, and creativity; and manage learning?

In what ways is this lesson challenging, authentic, and multidisciplinary?

How can the use of technology support student learning?

#### STEP 7: Teaching Strategies

What instructional practices will you use with this lesson?

How will your learning environment support these activities?

What is your role?

What are the students' roles in the lesson?

How can the use of technology support your teaching?

#### STEP 8: Management

How and where will your students work? Classroom, lab, groups, etc.?

How will you provide for students with special needs?

How will you modify this lesson for individual learning needs?

How will you use additional resources?

How can the use of technology support classroom management?

#### STEP 9: Materials and Resources

What other support services and resources will you need?

How can technology extend and enhance the lesson in ways that would not be possible without it?

Will you need additional people to help with this lesson?

#### STEP 10: Reflective Questions and Lesson Evaluation

Include reflective questions that you can use to evaluate the effectiveness of the lesson plan.

