

Victorian Homes

Grade Level: 4th grade	Subject: Social Studies
Central Focus: Victorian homes history	Estimated Duration: Lesson: 15 minutes Student work time: 60 minutes spread out at teacher discretion.
Where does lesson occur? middle	Grouping: Whole class instruction-individual/partner work
Prior knowledge, skills an/or experiences needed: Basic idea of Meeker Mansion.	

GLE's or Performance Expectation Addressed (add Common Core Standards with district adoption):

Social Studies: 5.2.2 understands the main idea from an artifact, primary source, or secondary source, describing an issue or event.

Art: GLE 1.3.1 applies, analyzes, and creates artworks using visual arts genres and styles of various artists, cultures, places, and times.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Learning Objectives:

Students understand the main idea from an artifact describing an issue or event.

Students create artwork using visual representations of places and times.

Students conduct short research projects, building on their knowledge.

Targets for Students:

I can use an artifact to describe an issue or event.

I can create artwork representing a place or time.

I can conduct research to build on my knowledge of a topic.

Assessment Strategies (formative and summative):

Formative: Students can create a visual representation of Victorian homes.

Summative: Students write 7-10 sentences about research done of Victorian homes.

Student Feedback Strategies:

Students will be given immediate feedback regarding predictions of qualifications for Victorian homes.

Student work will be graded in a timely manner and returned to students as well as artwork displayed within the classroom.

Academic Language Demands:

Function/form: create visual representation. Locate facts

Vocabulary: Victorian homes, Balcony room, servants, stained glass

Language supports: Some students might have no reference as to a Victorian home.

Describe the home clearly without giving away things that might be part of their research.

Incorporate pictures in with your teaching to represent the true beauty of these homes.

Pictures from inside Meeker are provided.

Accommodations and/or modifications:

Students with who need writing modifications may type their responses or work with a partner to come up with a 15 facts about Victorian homes. You could set this standard for the whole class. They may choose to work with partners and come up with 15 sentences about the Victorian homes, or they may work individually and come up with 7-10.

Materials Needed (include technology)

Some form of internet for students *lpads, computer lab, Chromebooks, etc*

Projector/doc cam (to show your pictures of Victorian homes)

Art supplies:

Teacher discretion but could include

Paper

Pencils

Crayons, markers, paint, scissors and glue,

For this lesson plan crayon, paper, and pencil are the outlined material, but use what you wish.

Teaching Plan:

Time	Teacher Behavior	Student Behavior	Assessment to monitor learning
Opening of Lesson			
:00-2:00	<p>Ask students what they know about Victorian houses. Collect these descriptions somewhere where students can see, something similar to an anchor chart would work well. Understand this is the schema that students understand. As students are brainstorming ask follow up questions that might encourage more ideas.</p>	<p>Students are responding with what they already about Victorian homes. Potential of Meeker Mansion being mentioned.</p>	<p>Ask follow up questions about Victorian homes, see if students have any extra knowledge they may not be thinking of.</p>
Body of Lesson (may want additional rows to make your steps explicit)			
2:00-7:00	<p>Put pictures of Meeker Mansion up where students can view them. Ask if this matches some or all of the things they have qualified as being Victorian. Have students listed things, such as balconies, multi-layer, Large windows? Continue to add to this list as ideas are arising.</p>	<p>Students are recognizing additional things on the Mansion that they have not already stated.</p>	<p>Point out some of the extra items such as the servant's balcony and ask students why they think servants got their own balcony. Continue to ask follow up questions. Students will start to correlate nice houses with more wealthy people if they haven't yet.</p>

<p>7:00-10:00</p>	<p>If students have talked about the inside of a house already, show pictures of the inside, for example, the kitchen, bathrooms, ceilings, basements, etc. If not ask them to think about the interior of the houses, the types of people who would get to live in such nice houses, and some qualities. Emphasize for students to think about the types of materials that were around when many Victorian homes were created. Also have students think about and describe artifacts in some Victorian homes that might still be present in these homes.</p>	<p>See if students will notice the hand painted ceilings. Students are engaging in the conversation about things regarding the Victorian houses they might not have discussed yet. Students can brainstorm artifacts that may have been left behind in Victorian homes. For example Meeker Mansion has Eliza's chair from the trail, some shoes from the children, as well as an old razor that was used during this time.</p>	<p>Students are engaged in the learning. They are asking and answering questions about things that are unfamiliar to them.</p>
<p>Closure and end of lesson</p>			
<p>10:00-15:00</p> <p>Independent work time on research project and art project.</p>	<p>Get students started on a research project. Discuss a writing prompt with students. They are required to write 7-10 sentences about things they learned about Victorian homes. You may</p>	<p>Students get started on looking up research on Victorian homes. This research can correlate to that of Meeker Mansion, but could also be general information.</p>	<p>Students have completed 7-10 sentences about research done on Victorian homes. Students are replicating the art in and on Victorian homes.</p>

	<p>allow them to borrow from a class generated list, or come up with these things using the internet inside the classroom.</p> <p>Once students have completed this task have them get started on a picture(color, paint, etc.) of Victorian homes... Set your expectations.</p>		
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4. What did students learn, and what will you do next?

Student learning (To what extent did students meet y our learning goals/ objectives; how do you know? Focus on the group but also on one or two individual students.)

Teachers will know if students have met standards when they have completed the research and art projects. They can also verbally tell things they have learned about Meeker Mansion or Victorian homes. Teachers can discuss with students objects inside of the home that are artifacts. In Meeker Mansion, one of the chairs Eliza brought on the Oregon trail is inside.