

## Respect the Past Create the Future Notable Book Lesson Plan Template

Date: 9/13/20

Grade Level/Age: 3<sup>rd</sup>/4<sup>th</sup>

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Subject: Social Studies

Overall Lesson Goals: Students will learn about the culture of New Orleans and compare/contrast it to their own culture. Students will learn that it is good to learn about and respect other cultures and beliefs.

<b>Book Title and Summary:</b>	Trombone Shorty-
<b>NCSS Standards:</b>	Thematic Standard: Cultural and Cultural Diversity Thematic Standard: Individual Development and Identity Disciplinary Standard: History Disciplinary Standard: Psychology  1. Culture 4. Individual Development and Identity
<b>Lesson Objectives:</b>	<ol style="list-style-type: none"> <li>1. <b>Students will</b> students will identify elements of culture as well as similarities and differences among cultural groups across time and place.</li> <li>2. <b>Students will</b> hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.</li> </ol>
<b>Material Needed:</b> (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)	<ol style="list-style-type: none"> <li>1. Copy of Trombone Shorty</li> <li>2. Computer with internet access</li> <li>3. Paper (8 1/2 x 11)</li> <li>4. Notebook or sheet to record research</li> <li>5. Crayons, markers, colored pencils, etc.</li> </ol>

**Procedures:**

(Include procedures for differentiating instruction)

**Exploration/Introduction:****BEFORE READING:**

- Build background for students by discussing the following with students: • New Orleans: Location, culture, importance of music • Feast of Mardi Gras • Nicknames: Ask students if they have a nickname and how they got the name. • Difficulty of playing an instrument • Discuss: Have you ever wanted to learn to do something so much that it was all you could think of?
- Introduce the book, Trombone Shorty, and ask students to predict what it will be about.

**Lesson Development:****DURING READING:**

Stop reading at appropriate parts to ask questions or pose prompts.

Suggestions:

- After listening to the first two pages:
  - Point out and discuss “WHERE Y’AT?” Ask students to share different ways we tell a friend hello.
  - Who is telling the story? What have we learned about the subject of the story?
- Continue to make predictions and build connections with Trombone Shorty and his family.
  - How did Trombone Shorty get his name?
  - What do you think “FOLLOW ME” means? • Is this a true story? How do you know?
  - Illustrations: Discuss the use of balloons in the story: Small balloons represent music floating through the air over the city of New Orleans. At the end of the story, these small balloons, powered by the force of Trombone Shorty’s horn, transform into a hot air balloon representing his music now having the power to soar over the world.

**AFTER READING:**

- Explain that point of view is the perspective from which a story is told. Stories are usually told from first person point of view or third person point of view. Explain Point of View:
  - First Person POV– the narrator is in the story and is telling the story. When the character is in the story, readers can get in the character’s head and experience the story from their own personal perspective, or point of view.
  - Third Person POV - the narrator is not a character in the story. When the narrator is not in the story, readers get to see the whole picture and experience the story from an outsider’s perspective, or point of view
- Display the anchor chart and discuss the pronouns that help to identify the point of view.
- Divide chart paper in two columns and label:
  - First Person
  - Third Person.
- Show students how to differentiate between first person and third person point of view: Under the column labeled “First Person” write: “I put the marker down”. Demonstrate how to change this statement to third person

	<p>(She/He/They put the marker down.) Write the statement in the “Third Person” column. Continue with a few more examples, calling on students to retell the statement in third person.</p> <ul style="list-style-type: none"> <li>• Have students revisit the story, Trombone Shorty, and listen carefully to identify the point of view. Ask them to listen for the word clues (pronouns used) and think about who is telling the story.</li> <li>• Bring the class together to discuss findings.</li> <li>• Assign students to complete the worksheet as directed. • First Person POV– the narrator is in the story and is telling the story. When the character is in the story, readers can get in the character’s head and experience the story from their own personal perspective, or point of view. • Third Person POV - the narrator is not a character in the story. When the narrator is not in the story, readers get to see the whole picture and experience the story from an outsider’s perspective, or point of view.</li> </ul> <p><b>Expansion:</b></p> <ol style="list-style-type: none"> <li>1. A community is a place where people live, work, and play. Discuss the ways that people in your own community live, work, and play. Record on chart paper if desired.</li> <li>2. Remind students that Trombone Shorty grew up in New Orleans. Explain that New Orleans is in Louisiana – show location on a map, if possible</li> <li>3. Ask students to recall some examples from the story that show how people live, work, and play. Have students use the internet to research ways the people of New Orleans live, work, and play.</li> <li>4. Brochure: Fold paper into thirds. Open. On inside, label each third: Places to Live, Places to Work, Places to Play. Students report their findings in each column. Design a cover for the brochure.</li> </ol>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• <b>Exploration/Introduction:</b> Asking questions and getting answers from the students to check for understanding. Have the students make KWL chart about New Orleans and the music. Make a Venn diagram of the similarities and differences of New Orleans vs our hometown. Both of these charts will need to be revisited at the end of the lesson.</li> <li>• <b>Lesson Development:</b> The students will complete a worksheet on point of view.</li> <li>• <b>Expansion:</b> Students will make a brochure by researching how people live, work and, play in New Orleans, LA.</li> </ul>
<p><b>Additional Resources:</b></p>	<p>Videos on the culture of New Orleans: food, music, things people from New Orleans want everyone else to know</p> <p><a href="https://www.youtube.com/watch?v=RymwioSbABg">https://www.youtube.com/watch?v=RymwioSbABg</a>  <a href="https://www.youtube.com/watch?v=hqnwX5ZEWvl">https://www.youtube.com/watch?v=hqnwX5ZEWvl</a>  <a href="https://www.youtube.com/watch?v=gdhu-NqGPo4">https://www.youtube.com/watch?v=gdhu-NqGPo4</a>  <a href="https://www.youtube.com/watch?v=lzArTsWpOoE">https://www.youtube.com/watch?v=lzArTsWpOoE</a></p> <p>Video of Trombone Shorty  <a href="https://www.youtube.com/watch?v=1ZG9U1HxNds">https://www.youtube.com/watch?v=1ZG9U1HxNds</a></p>

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