

The 5 E's: A Model for Designing Lessons for Inquiry Planner¹

Logistics Information:

- a. Middle School Social Studies Learning Cycle
- b. Iowa Core Essential Concepts:
History: Understand how and why people create, maintain or change systems of power, authority, and governance.
Geography: Understand how human actions modify the environment and how the environment affects humans.
- c. A synthesis of *Project WILD* and 8th Grade American History
- d. Developed April 17, 2010

Background Information: Students should be aware that some national symbols include wildlife.

Materials Required:

Access to reference materials, poster-making materials

Time Period:

Two traditional 45 minute classroom periods

Name of the Unit of Instruction: Wildlife in National Symbols

- I. Plan of the Unit
 - a. Goals of the unit:
 1. Identify wildlife used in national symbols.
 2. Hypothesize reasons wildlife are used in national symbols.
 - b. How this unit relates to the curriculum:

Previous Grade/Course	Current Grade/Course Next	Grade/Course
7 th Grade Science or Social Studies	8 th Grade American History- Revolution Unit	9th Grade American History

- c. Lesson Plan: Phases in a 5E Learning Cycle: Engage, Explore, Explain, Elaborate, and Evaluate.

¹ Adapted from *Teacher to Teacher: Reshaping Instruction Through Lesson Study* (NCREL, 2002)

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding
<p>ENGAGE (Introduction, Anticipatory Set): Ask the students if they can think of any examples of wildlife that exist in national symbols. Ask them what they know about why the wildlife is included in the national symbol.</p> <p>EXPLORE (Activity, Investigation): Students will either select a country individually or as a small group to research its’ national symbol. The students should include what they find in research about their country’s symbol. Students will create posters to show the wildlife included in the national symbol that they selected.</p> <p>EXPLAIN (Closure): Students will present their findings to the class revealing what they created on the poster.</p>	<p>Students will be able to come up with some examples from the United States for sure but may struggle to come up with national symbols from other countries.</p> <p>Students will use library reference materials and the internet to search for the history of the national symbols for the countries that they select.</p> <p>Students will present in front of the class and will tell what country they selected and what they found in their research.</p>	<p>Remind students to think outside the U.S. when coming up with answers.</p> <p>Remind students that we want to know why a country included the wildlife in their symbol, not just what animal was included.</p> <p>Remind them to listen to each group as they present so they can discover the differences and similarities between symbols that countries around the world have selected.</p>	<p>Analysis of the posters that students are creating.</p>

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<p>ELABORATE (Connections and Applications): Students could research what national symbols have changed through history and what the reasons for change were.</p> <p>EVALUATE: Grade the quality of the presentation and poster that students create with their groups</p>	<p>I would guess many students would not enjoy this as homework but they may enjoy doing this in class in groups</p> <p>Students will work hard on this knowing it is for a grade.</p>	<p>Remind students to find out why the national symbol changed</p> <p>Give them a rubric that shows how presentation and poster will be graded.</p>	<p>Based on their findings of why national symbols change, does it have anything to do with people's perceptions of the wildlife changing?</p>

EXTENSIONS

Students could examine state or community symbols instead of national symbols.

Students would make their own flag for their country of origin and they would pick the symbols that they would use.