**INQUIRY-BASED LESSON PLANS - Subject Area:**

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| **Teacher:** Courtney NevinLeigh Smith | **Expected length of lesson:**5 Days | **Lesson Topic: Juliette Gordon Low (Girls Scouts and Leadership)** |  | **Unit:**  |

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|  | **Standards-Based Instructional Focus** | **Targeted Content Standards/****Element:** (Include the entire standard) | SS2H1 Describe the life and contributions of historical figures in Georgia History.e. Juliette Gordon Low (Girl Scouts and leadership) |
|  | **Targeted Literacy Skills or Standards:** (include as many as your lesson incorporates) | ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|  | **Targeted SS Matrices:** (include as many as your lesson incorporates) | Information Processing Skills: 1. Compare similarities and differences

10. Analyzing artifacts  |
|  | **Inquiry Question (or what you would like the students to answer)?**(\*Teachers may present the question or require students to develop questions and narrow down to this one). | The measureable objective for this lesson is that students should be able to identify the contributions of Juliette Gordon Low. Students should be able to give specific examples of Juliette Gordon Low’s contributions and how they helped the community. The lesson objective aligns with standard and is posted on the board for students to reference throughout the lesson.**INQUIRY QUESTION: Were girls a significant part of Georgia or U.S. History?** |
|  | **Key Vocabulary** | **Mission statement:** A written statement that sets out the goals, purpose, and work for an organization or person’s own goal. |
|  | **Learning Targets** (I-Can Statements)\*\*\*At the end of the week, what will students know and what will students be able to do?\*\*\*Include Learning Targets for the Content, Literacy Standard/Skill, and SS Matrices. | **Foundational:** **Mastery:** Read about the life of Juliette Gordon Low.Describe the life of Juliette Gordon Low.Identify the contributions of Juliette Gordon Low.**Extension:**Compare and contrast the interventions and contributions of Juliette Gordon Low to Helen Keller.**Directions for the 5E Portion:** Attach all 5E resources to the back of this plan in order of use. Please indicate how long you plan for each session to take. Include in your description a notation of the literacy standards or Social Studies Matrices for the activity which they align with. |
|  | **ENGAGE**Describe how the teacher will capture students’ interest.What kind of questions should the students ask themselves after the engagement? | **Day 1 (30 minutes)**Use Images:Show students images of Juliette Gordon Low and her first Girl Scouts troop. Students will Think, Pair, Share to develop questions about the pictures. Using student inquiry based techniques, students will develop a range of different questions and as a class we will discuss which questions are closed (yes or no answers) and which questions are open (more than one correct answer). Type the list of questions students develop on the power point slide containing the pictures.Example Questions:1. Who is the lady in the hat?
2. Why is she pinning something on the girl’s shirt?
3. What is on the banner?
4. What do the pictures of the banner mean?
5. What is the lady showing the girls on the ground?
6. Why is the lady teaching them how to make fire?
7. Why are all the picture black and white?
8. Why are there only girls and not boys in the pictures?
9. Why are they all dressed alike?
10. Why are they wearing uniforms?

Teachers and students evaluate their questions, looking for the question(s) that the students most want to learn about. As a class, with direction from the teacher, question(s) 1, 5, and 8 may be chosen in this example. Example Questions the class may choose: 1. Who is the lady in the hat?5. What is the lady showing the girls on the ground?8. Why are there only girls and not boys in the picture? |
|  | **EXPLORE**Describe what hands-on/minds-on activities students will be doing. List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration | **Day 2 (30 minutes)**Students will explore, in groups of 3-4, artifacts describing Juliette Gordon Low’s life. Each group will be given a bag of items relating to Juliette Gordon Low’s life, such as, thin mint cookies, a daisy (real or artificial), girl scout badge (picture or real badge), an item representing Halloween, a picture of a camp, and a picture of her house or Savannah, GA.Representations:Thin mint cookies or cereal (girl scout fundraising)Flower daisy (Juliette Gordon Low’s nickname was Daisy)Girl Scout badge (girl scout accomplishments)Halloween item (Juliette Gordon Low was born on Halloween)Picture of a camp (girl scout camp-outs)Picture of house or Savannah, GA (Savannah is Juliette Gordon Low’s hometown)As a whole group, introduce the graphic organizer: I see, I think, I wonder (attached). The graphic organizer may be completed in whole group or small groups. Once students are ready to begin, ask them to look, smell, touch, and touch the items that are in the bag. While students investigate the items in the bag walk around the classroom and ask students questions about the items in the bag. Next, the students will write down what they see, think, and wonder about the items in the bag on the graphic organizer. Remind students they need to write down their observations in complete sentences. The students should write their observations of the items in the bag in the “I see” portions of the organizer. As student are working, occasionally stop and have one or more students share their observations.When students completing the “I think” ask them to write at least three sentences about how the learning target questions are connected to the items in the bag. In completing, the “I wonder” portion of the graphic organizer, have students create a question they have about the items in the bag to write in the “I wonder” section. Remind students that their question needs to connect with the items in the bag. As students are writing their questions, remind them they are writing an interrogative sentence and the proper punctuation must be used. When students begin to finish, have them share the questions they developed and discuss how it connects to the learning targets.*(ELAGSE2L2) (Information Processing Skills- 5 .Compare similarities and differences)* |
|  | **EXPLAIN**Student explanations should precede introduction of terms or explanations by the teacher. What questions, resources, or strategies will the teacher use to help students connect their exploration to the concept under examination? List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.Describe how the teacher will clarify the content or skill. | **Day 3 (30 minutes)**Upstairs Reading Activity (vocabulary):1. Create a vocabulary card for each word (listed above).
2. On the back of the card:
* Write the definition.
* Present the sentence in the text that includes the word,
* Rewrite the sentence using a synonym of part of the definition of the word.
* Add other information that will help students learn, remember and use the word.

Example Card:

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| Front of Card | Back of Card |
| **Mission** | 1. A mission is a written statement that sets out the goals, purpose, and work for an organization or person’s own goal. Say \_(mission)\_\_.
2. In the Girl Scouts Organization, the **mission** is to build girls of courage, confidence, and character, who make the world a better place.

Say \_(mission)\_.1. In the Girl Scouts Organization, the **goal** is to build girls of courage, confidence, and character, who make the world a better place. Say\_(mission)\_.
2. Synonyms for **mission** include goal and plan. Say \_\_(mission)\_\_. Spell mission.
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Read aloud the Girl Scout’s Mission so that students understand its purpose:Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.Show students the United Streaming video (3:16) on Juliette Gordon Low.<https://app.discoveryeducation.com/learn/videos/599035b7-ff68-41b1-9fbe-1ef5f48e34a7?hasLocalHost=false>The following picture book may also be chosen:*Here Come The Girl Scouts!* by Shana CoreyAfter video or read aloud, allow students to discus with their partner three facts from the video/book about Juliette Gordon Low and the first Girl Scout troop. Once the students have had a few minutes to share their facts, call on specific students to share one fact. As students share facts, write the important facts pertaining to the learning targets on the class bubble map (either on the active board or chart paper). This may be done whole group or individually where students may copy the information in their own bubble map in their journals. After completing the first three bubbles together as a class, instruct students to work with their partner to complete the last three bubbles with facts on Juliette Gordon Low.Remind students they are only adding facts, events, or contributions of Juliette Gordon Low to their bubble map. As students are working with their partners, walk around the classroom correcting any misconceptions or misunderstandings, reminding students to use correct sentence structure.*(ELAGSE2L1 and ELAGSE2L2)* |
|  | **ELABORATE**Describe how students will develop a more sophisticated understanding of the concept.What vocabulary will be introduced and how will it connect to students’ observations?How will students make real-life connections? | **Day 4 (30 minutes)**Create a giant puzzle from a picture of Juliette Gordon Low (picture attached); cut up the picture (teacher discretion on number of puzzle pieces), number each piece, and tape the pieces under the students’ desks. Students will find the puzzle pieces under their desks with their partner. The teacher will call on each pair of students in order according the number on the puzzle pieces. Students will need to give a fact about Juliette Gordon Low’s life or contributions in order to place the puzzle piece on the board to complete the picture. (Optional: attach magnets to the back each puzzle piece.) As a whole group, students will share what they have learned in the previous days’ lessons and determine if they have learned enough to answer the learning target question(s). This ties into the lesson’s objective by getting the students to decide if they have enough knowledge to identify the contributions of Juliette Gordon Low.Dismiss students to their desks, where the bags from the second day’s lesson is laid out. Ask students to choose an item from the bag and determine with a partner how that item helps determine Juliette Gordon Low’s contributions and describes her life. (Lead to students to explain that Juliette Gordon Low was the founder of the Girl Scouts and her mission was to build courage, confidence, and character in girls in order to make the world a better place.)Once students have determined how the items are related to Juliette Gordon Low’s life, the students will then Think, Pair, Share ideas with their partner on how Juliette Gordon Low’s mission to help girls and the community relate to their own lives. Guide students in the direction of thinking about how someone in their life may have help build their own courage, confidence, and character, just as Juliette Gordon Low did with her Girl Scout Troops. Once students have had an opportunity to discuss their thoughts with their partner, choose students to orally explain how Juliette Gordon Low is similar to the person they chose.Whip Around: The teacher will have the students toss a ball around the room from one student to the other quickly sharing one thing they learned about Juliette Gordon Low and/or the Girl Scouts Organization.*(Information Processing Skills- 5 .Compare similarities and differences)* |
|  | **EVALUATE**How will students be evaluated THROUGHOUT the lesson?How will students demonstrate that they have mastered the learning target(s)? | Students will show understanding of the lesson’s objectives by completing a quiz (see attached) identifying facts and contributions of Juliette Gordon Low. The quiz will consist of four questions. |