**Teacher Name:** B. Hutchins  
**Course/Grade:** Social Studies  
**Date:** 7/25/16  
**Block:** All periods

**Content Standards:** 8.3.5  
**Indicators:** 8.3.5b (Identify and evaluate how humans utilize their physical space)  
**Unit Title:** Creating a monument  
**Concept Based (Enduring Understandings/Generalizations):**  
**Materials & Resources:** Drawing paper, lined paper, coloring utensils  
**Accommodations for Students with IEPs or 504s:**

**Literacy Strategies:** Think Alouds, Non-Linguistic Representations

**Procedures/Routine Focus:** Hand Raising, Giving directions explicitly

| Anticipatory Set: Students will answer the following question in their journals  
“Name one person in your life that has had an impact on your life”  
Students will journal for 5 minutes and then share with their neighbors. We will discuss the prompt after the students have shared with their elbow partner.  

| **Objective/Learning Goals**  
I will know (knowledge): why Edward Zorinsky's legacy is important to Omaha  
I will be able to (skill): Create a monument to honor someone in your life  

| **Procedures (GRL)**  
Modeled:  
- Teacher will lead a discussion on the following topics, using the website a guiding tool  
- What is an artifact  
- Who is Edward Zorinsky?  
- Why did Omaha choose to memorialize Edward Zorinsky?  

| **Shared:**  
Students will work with a partner to create a list of ways to memorialize someone. They will use the information from the website to generate a list of 5 examples to memorialize someone. For each example the group of students will write a 2-3-sentence description of the monument explaining why they chose it.  

| **Guided:**  
Watch the documentary, have the students write down at least 5 pieces of information that stuck out to them during the video.  

| **Independent:**  
Students will work on creating a monument to honor themselves or someone close to them.  

| **Summary:**  
Students will answer the following question as an exit ticket, “Why is it important to memorialize important people of Omaha?”  
Once the students have answered the question, have a few volunteers read their answers  

| **Coursework:**  
If students do not finish their family monument during class, it will become homework.