

Social Studies Lesson Plan

Borlaug Day

Teachers: Haley Nelson and Adrienne Lee

Date: May 11, 2018

Subject / grade level: 5th Grade Social Studies Lesson

Background:

This lesson was taught in a classroom where the desks tables and chairs were pushed up against the wall so there was a big open space in the middle of the room. This lesson was taught in a time frame of 25 minutes.

Materials:

- Poker chips:
 - Red chips = Food
 - White chips = Shelter
 - Blue chips = Water
- Anchor chart to remind students the different meanings of each chip (Found at the bottom of lesson)
- <http://www.agbioworld.org/biotech-info/topics/borlaug/special.html> (T/F website)
- <https://www.one.org/us/2014/11/12/14-surprising-stats-about-global-food-consumption/> (website with global food consumption statistics for true/false activity)
- https://www.nobelprize.org/nobel_prizes/peace/laureates/1970/borlaug-bio.html (T/F website)
- Printed off copy of the True/False Questions
- The activity “When the Chips are Down” as well as some of the questions in our lesson came from a resource from Dr. Bohach.

Standards:

- **SS.5.13:** Describe how goods and services are produced and distributed domestically and globally.
- **SS.5.21:** Describe the connections between historical developments that occurred within the same time period.
- **CCSS.ELA-LITERACY.SL.5.1.C:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Lesson objectives:

- The students will represent food distribution within different countries around the globe before and after the green revolution.
- The students will answer True and False questions about Norman Borlaug and global food consumption.
- The students will answer questions about what resources (chips) their country has and what those mean for their country.
- The students will make predictions and answer questions about how to distribute resources among their country, what other resources they might need, and how they might obtain those resources.

- Students will identify and rank various factors that affect a food distribution throughout the world.

Differentiation strategies to meet diverse needs:

ADHD: Students will be given opportunities to answer many questions and discuss answers in small groups. The quick transition from activity to discussion will help students with ADHD remain focused. If necessary, they can also be the one in charge of holding their group's chips so that they have something to fiddle with during any possible downtime.

ELL: ELL students will be given the visuals of the chips as well as the movement among the countries so that they can see the actions peers will be discussing. If there is a board to write on there will be visual cues next to the specific words being used, as well.

Autism: There will be big questions to think about throughout the lesson. This will give autistic students structure within the activity.

Engagement:

- **Describe how the teacher will capture students' interest.**
- **What kind of questions should the students ask themselves after the engagement?**

To begin we will introduce Norman Borlaug a little bit and ask the students what they know about him, who he was and what he did. We will then play a game where we ask them some true or false questions about farming, Norman Borlaug and some about global food consumption. We will have them move to different sides of the room or space we are in based on if they think the answer is true or false.

- <https://www.one.org/us/2014/11/12/14-surprising-stats-about-global-food-consumption/>

After we do this true/false activity with the students we will tie it into our food distribution activity.

Hello 5th and 6th graders! Today we are going to be talking about Norman Borlaug.

- *Who can tell me who Norman Borlaug is?*
- *What do you know about him?*
- *What did he do?*
- *What is he famous for?*
- ****What is the Green Revolution?*
 - A revolution where Norman Borlaug helped develop and modify crops and bring them to third world countries in order to help them survive. He taught the people in these countries how to plant and harvest the crops in order to help sustain them in the long run.

Now we are going to ask you some true or false questions. If you think the answer is true, go to Adrienne and if you think the answer is false, come stand by Haley.

[True/False Questions](#)

Exploration

- **Describe what hands-on/minds-on activities students will be doing.**
- For our main activity we are going to do "When the Chips are Down"
 - For this activity we will be dividing students up into different groups. Each group will get a combination of red, white and blue chips. The red chips are food the white chips are shelter and the blue chips are water. We will divide the students into seven groups. Each group of students will get a certain number of chips such as: 3, 2, 1, or 0
- We will have the students count off by 7's to get divide into 7 groups. Then we will hand out a different combination of chips to each group.
- **Red chips - food**
- **Blue chips - water**
- **White chips - shelter**
 - **Group 1:** Those students (countries) which have three chips. These represent countries with rich resource bases. Such countries will be able to export more

resources than other countries.

- **Group 2:** Those with two chips. Countries with more limited resource bases. Exports possible and need for imports probable.
- **Group 3:** Those with one chip. Countries with a very limited resource base. Exports minimal; more reliance on imports.
- **Group 4:** Those with no chips. Countries with virtually no resources to support a human population adequately. No export capability. Maximum imports necessary. If further separation or scoring is necessary or desirable use the following criteria:
 - Most Ideal
 - 3 chips of 3 separate colors
 - 3 chips of 2 colors
 - 3 chips of a single color
 - 2 chips of 2 separate colors
 - 2 chips of the same color
 - 1 chip
 - Least Ideal
 - No chips

- **List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration**

1. *How many “countries” received three chips? Two? One? None? What would it be like to be in each country?*
2. *Does your country’s population have a large and well-balanced resource base (3 chips of 3 different colors)? If not, what could you do to improve your situation.*
3. *What would be some advantages and disadvantages of having a stable population if you had a large and well-balanced resource base?*

Explanation

- **Student explanations should precede introduction of terms of explanations by teacher. What question of techniques will the teacher use to help students connect their exploration to the concept under examination?**
 - *Students will discuss with their groups the different circumstances of each “country.”*
 - *They will be given sentence frames to use in order to articulate their responses: “Since I have (number of chips), I feel ___ because _____. If I had (different number of chips), I might feel ___ because _____.”*
- **List higher order thinking questions which teachers will use to elicit student explanations and help them to justify their explanations.**
 - *How might the kinds of chips received “3 chips of the same color” or “two chips of 2 separate colors” change the lifestyle of the country?*
 - *If the countries with low food resources are given more food resources, how might the overall health of the country change?*
 - *Who can remind me about what the Green Revolution is? Why did Norman Borlaug start the green revolution with countries with 0-1 chips*

Elaboration

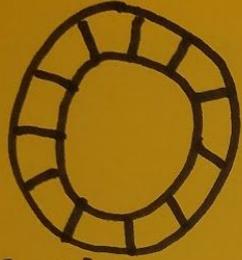
- **Describe how students will develop a more sophisticated understanding of the concept(s).**
 - *Students will engage in trade among other groups and experiment with the supply and demand of specific resources. After a while students in countries with fewer chips will be given more chips to work with and experiment with as if it was the green revolution.*
 - *Now is your chance to trade resources! How are you going to bargain for different resources for your country? Will other countries provide food or water out of the kindness of their hearts? What if no one is willing to trade?*

- This will take about 5 minutes
 - *Now the countries with less resources will be given more food (as if this country was affected by the green revolution!) -The food we are giving you is really Norman Borlaug teaching their country how to sustain themselves by bringing new developed and sustainable crops and teaching them how to farm. How does this change your country? How does this change trade?*
 - **What vocabulary will be introduced and how will it connect to students' observations?**
 - **Population:** the number of people in a country (number of people in each group)
 - **Resources:**
 - **Food:** Represented by the red chip, students will need at least one chip of food in order to survive as a country
 - **Shelter:** Represented by the white chip, students will need at least one chip of food in order to survive as a country
 - **Water:** Represented by the blue chip, students will need at least one chip of food in order to survive as a country
 - **Green Revolution:** A revolution where Norman Borlaug helped develop and modify crops and bring them to third world countries in order to help them survive. He taught the people in these countries how to plant and harvest the crops in order to help sustain them in the long run.
 - **Trade:** Exchange between countries
- Vocabulary will be taught to the students throughout the lesson. They will be used to label the different objects and concepts being represented throughout the lesson.
- **How is this knowledge applied in our daily lives?**
 - Students will be reminded that the resources they are representing are actual issues that are still occurring in different countries around the world. There are instances of lack of resources within the United States today as well.

Evaluation/Assessment Criteria

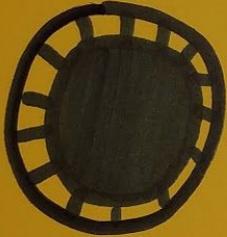
- **How will students demonstrate that they have achieved the lesson objective?**
- **This should be embedded throughout the lesson as well as at the end of the lesson.**
- *Now Adrienne and I would like your groups to line up from "Least Ideal" resource wise to "Most Ideal." resource wise Adrienne is going to be "Least Ideal" and I will be the "Most Ideal" end.*
- *Before we start moving, I want you think in your groups for a minute about what makes a country ideal or not ideal? What do you think the factors would be?*
- The students will have to think about the different circumstances of the other countries and situations while rearranging. This will show that they have considered all of the factors that may change the outcome of how resourceful a country is with its resources. This is also embedded throughout the lesson with the discussions and representations of the different situations between countries.
- *The teacher will explain how this activity was to help the students gain perspective on how some people in other countries have to live. They will explain how not all countries have all of the same resources the U.S. has and even within the U.S., not everyone has access to the same resources. The teacher will tie in the fact that when they[the teacher] gave some groups more food "chips" that is similar to when Norman Borlaug came over to the developing countries and brought his wheat crops and taught them how to farm and harvest the crops.*
- *What did you learn from these activities?*
- *How might this activity change your perspective about different countries?*

Color Coded Chips:



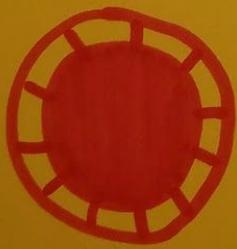
White

= Shelter



Blue

= Water



Red

= Food