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Title: Character Traits Analysis using Blabberize

Duration: Three class periods

Subject Area: ELA and Social Studies – Cross-curricular connection

Grade Level: 4th Grade

Unit: Unit Four

Standards:

ELACC4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Social Studies standards for selecting historic individuals to focus on:

SS4H2 The student will describe European exploration in North America.

a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier.

SS4H4 The student will explain the causes, events, and results of the American Revolution.

d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

SS4H5 The student will analyze the challenges faced by the new nation.

b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.

a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.

b. Explain the significance of Sojourner Truth to the abolition and suffrage movements.

Opening: Review character traits – descriptive adjectives that tell us specific qualities of a character. As a group, practice identifying character traits by either reading a short passage from a book (Suggestion: Passages from *Chrysanthemum* by Kevin Henkes), or showing a short clip from a movie (Suggestion: Clip of Ms. Frizzle from Magic School Bus movie on United Streaming). Ask students to describe character traits of the main character using evidence from the book or movie to support their inference.

Work Period: Students will self-select an historic individual related to 4th grade Social Studies curriculum (Possibilities taken from 4th grade Social Studies standards include: **Explorers:** John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, Jacques Cartier; **American Revolution:** King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams; **New Nation:** James Madison; **Westward Expansion:** Meriwether Lewis, William Clark; **Famous Women:** Harriet Tubman, Elizabeth Cady Stanton, Sojourner Truth, Dolley Madison).

Students will work independently to complete research about this individual, focusing on his or her key accomplishments. Based on their research, students must make inferences about this individual's character traits. Students must support their inferences with evidence from the individual's life.

After researching and inferring character traits, students will use this information to write a script that describes the individual's key accomplishments and character traits. Scripts should be written in first-person, from the perspective of the famous individual.

Students will log in to Blabberize and record themselves reading the script. Through Blabberize, students will pair their voice with a picture of the famous individual, and then animate the mouth of the picture to move while the script is read.

Closing: Publish completed Blabberize projects to a website, blog, or Edmodo group. Students listen to their classmates' Blabberize projects and attempt to identify additional character traits based on the details provided within each project. Students can comment on each other's work to share identified character traits.

Differentiation: Differentiate the research process as needed. Advanced students can compile information gathered from a variety of resources – textbooks, books, Encyclopedias, NetTrekker, etc. The use of Fulton County's "One Search" search engine is highly recommended for advanced students. For students who need extra support, use attached worksheet to scaffold and guide students through the research and note-taking process. The use of the online Social Studies textbook for research is highly recommended for students who need extra support, as it will read the text aloud to students while they follow along.

Differentiation

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| <input type="checkbox"/> Small group | <input type="checkbox"/> Product Matrix | <input type="checkbox"/> Choice of product |
| <input type="checkbox"/> Collaborative group | <input checked="" type="checkbox"/> Project based learning | <input checked="" type="checkbox"/> Time or method |
| <input type="checkbox"/> Flexible grouping | <input type="checkbox"/> Problem based learning | <input type="checkbox"/> Compacting |
| <input type="checkbox"/> Tiered instruction | <input type="checkbox"/> Level of text | <input type="checkbox"/> Other (see procedures) |

Famous person _____

Why is this person famous? _____

How is this person related to what we study in 4th grade? _____

What are this person's major accomplishments? _____

Character trait to describe this person _____

Evidence _____
