

**Aurora University OEDC 5197: History of Rockford**

**Course/Grade Level:**

**Lesson Title: Sock Monkey talks to Sock Puppet**

**Teacher: Linda Wittig with the help of Mrs. Otwell, Mrs. Krueger & Mrs. Turner**

**1. Set Induction:**

Photo option with 7 foot tall Sock Monkey or cardboard cutouts just for students' heads

**2. Aims/Objectives and Standards:**

Students will be **writing** a dialogue (CCSS Grade W5.5, 5.6, 5.7, 5.8, 5.9) based on **research**. Dialogue was chosen because students are more likely to **create** the script versus just copy. Students will present a puppet show (SL 5.4, 5.5, 5.6) for an audience.

**Writing Standards – Grade 5**

**Production and Distribution of Writing p. 21**

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Writing Standards – Grade 5**

**Research to Build and Present Knowledge p. 21**

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking and Listening Standards – Grade 5**

**Presentation of Knowledge and Ideas p. 24**

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Include multimedia components (e.g., graphics, sound) and visual displays in

presentations when appropriate to enhance the development of main ideas or themes.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

**Key skills students will learn in this project.**

How to **research** and **cite** sources (Research skill)

How to **create** a movie on Ipad (Media skill - storyboard)

How to **design** and **create** invitations (who to invite)

How to **design** promotional posters (where to post, graphic design)

**Identify the 21<sup>st</sup> Century 4 C's that students will practice in this project (one to two per project).**

*Critical Thinking/Problem Solving – research topic and decide what is important*

*Collaboration – to work in groups, dialogue between puppets*

*Communication – written, verbal, body language/movement of puppet, voice inflection & volume*

*Creativity/Innovation – to develop script, to manipulate puppets, to make background, to design props, to create promotional materials*

**District 205 Grade 3-5 Social Studies Standards** (Select the ones that apply; delete the others)

**POLITICAL SYSTEMS**

- Explain the basic principles of the United States government including structures and functions of the federal government and the rights and responsibilities of citizens (e.g., British taxation and Colonial resistance, the Constitution, influence of individuals and political parties). **SS5-01**
- Evaluate the role and responsibility of the United States government in shaping foreign policy. **SS5-02**

**ECONOMICS**

- Explain the influence of economics on the development of the United States (e.g., exploration/trade; slave trade/triangular trade, Colonial taxation, Westward expansion, Industrialization). **SS5-03**

**HISTORY**

- Analyze and interpret historical stories and events using primary source documents, timelines, images, maps, media, literary works, and non-literary works. **SS5-04**
- Identify and explain how and why exploration and expansion impacted the development of the United States. **SS5-05**
- Explain the causes and impacts of key historical events on the development of the United States (e.g., contact with Native Americans; formation of the 13 Colonies, Constitutional Convention, Louisiana Purchase). **SS5-06**
- Analyze how the interactions, both positive and negative, of individuals, social groups, systems, and institutions influenced the development of the United States. **SS5-07**

**GEOGRAPHY**

- Explain how geographical factors and location influence the development of the United States through analysis of maps, charts, globes, graphs, diagrams, models, etc. **SS5-08**

**SOCIAL SYSTEMS**

- Identify historically significant individuals, groups, or cultures who affected social life or institutions of the United States through literature, language, arts, traditions, events, media, etc. **SS5-09**
- Explain how cultural, economic, geographic, and political factors influenced immigration to the western hemisphere (e.g., African, European, Native American). **SS5-10**

**3. Procedures, Assessments and Materials Required:**

Make a sock monkey from a kit. (great sequencing activity and following directions)

Design something else from the socks.

Make a puppet from the socks.

Individual and group assessments (research and citing source of information; create dialogue between puppets; do puppet show)

#### **4. Resources and Scholarship:**

Ipad record dialogues of students discussing history, design and future of sock monkeys.  
Use the Sock Monkey Resource Packet with SMART Board to examine primary sources

#### **5. Conclusion/Lesson Wrap-up:**

Have someone from Midway Village to come “judge” presentations  
Dialogue with puppets or newscast (Topics related to Rockford’s history – famous people, sock monkeys, Peaches, famous places, etc.)

#### **6. Follow-Up Activities:**

Field Trip to Midway Village

How to take care of a sock monkey

Sock Monkey be like Flat Stanley travel to many places

Read to a Sock Monkey (read Curious George stories)

Read about places where monkeys live; habitat

Research other games and toys (compare and contrast to Japanese toys)

Write a patent for a toy they create

Volunteer to be Sock Monkey sales people – write selling points of monkey

# SOCK MONKEY RESOURCE PACKET



Compiled by the Midway Village Museum Collections Department.