

Concept Attainment Lesson Plan

Subject Area: Social Studies

Date Developed: July 13, 2008

Lesson Topic: Heroes

Grade Range: 3rd & 4th

Objectives:

1. Students will construct a definition of a hero and a list of positive attributes.
2. Students will be able to identify examples as positive or negative examples of a hero and explain their reasons for placement in each category.
3. Students will be able to generate examples and explain their choice.
4. *Students will reflect on the learning process

Standards and Benchmarks:

1. Pathways Theme 1, target 2 skill:
 - analyzes, compares, and contrasts character traits as well as central problem and solution through maps, notes, charts, diagrams, and written comparisons.
2. NAD Curriculum Guide – Social Studies:
 - Standard 3.5.6 - Understand how God works through people to help make the community a better place.

Materials Needed:

A chalk board or white board, pictures of examples and non-examples, sticky tack or tape for putting them on the board

Instructional Phases

Phase 1 Focus

Introduce the process of concept attainment to the students. Draw a t-chart on the board and label one side “yes” and the other “no.” Present a positive example. Have students list attributes of the example and write their ideas on the board. Add another positive example. Edit the list of attribute by crossing off any that do not fit and adding any new ideas the students have. Give a negative example. Do not edit the list of attributes with a negative example. Continue adding positive and negative examples and updating the list of attributes until a fairly complete and accurate list has been made. Help students clarify some of the terms in the list of attributes.

Have the students think of possible categories that would include all the positive examples. Guide them to develop a definition for the new concept according to the essential attributes.

Phase 2 Construction

Give additional positive and negative examples and have students place them in the appropriate yes or no category. Confirm the concept and definition with the class. Have the students generate their own positive and negative examples of the concept.

Phase 3 Analysis of Thinking/Assessment

Have students discuss their thoughts and the process they followed to arrive at a definition of the concept. Discuss how the addition of positive and negative examples helped the list of attributes to change and develop. *Ask questions – When did you think you knew the concept? Which examples helped you the most? How did your ideas change as new examples were added?

Evaluation:

Formative assessment – students will be assessed by their ability to put examples and non-examples in the correct categories and generate further examples of their own. The teacher will observe students' ability and participation in listing attributes, hypothesizing, correctly categorizing additional examples, and developing their own examples.

Examples of a hero: Abraham Lincoln, Harriet Tubman, firefighter, soldier, David, Esther, doctor, Martin Luther King Jr., Ghandi, etc.

Non-examples of a hero: robber, bully, Pharisee, Hitler, Britney Spears, Michael Vick, etc.

*These ideas were taken from a concept attainment lesson plan sample at www.journeytoexcellence.org/practice/instruction/theories/direct/concept.phtml