Coney Island: An Amusement Park in Your Backyard

By: Ashley Anderson,

Zoe Friedlander,

Stephen Marositz,

and Jasmine Ross

**Final Curriculum Unit**

**Multicultural Perspectives of Social Studying**

*Create a poster board or Power Point for sharing the following information on the last day of class. Do not feel the need to decorate this presentation (You have enough work to do!). Be prepared to present your work during the last class. Make a copy to hand in to the instructor. This copy will not be returned. Then upload the final unit as one complete PDF on the wiki.*

Group Members:

1. Ashley Anderson 3. Stephen Marositz

2. Zoe Friedlander 4. Jasmine Ross

# Section I: Unit Overview

Unit Title: \_Coney Island: An Amusement Park in Your Backyard\_\_\_\_

Potential grade level(s): \_\_\_4th\_\_\_\_\_\_\_\_\_\_

Topic: \_Coney Island\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Themes/ Big Ideas:

*List then describe the Big Ideas/Themes that drive this unit of study*

\_Immigration\_\_\_\_\_\_\_\_\_\_\_\_\_ \_Acceptance\_\_\_\_\_\_\_\_\_\_\_\_\_

\_Changes over time\_\_\_\_\_\_\_\_ \_Personal Transformation\_\_

\_Personal Connections\_\_\_\_\_\_ \_Social Action\_\_\_\_\_\_\_\_\_\_\_\_

NYS Social Studies Standards Addressed (State standard and use specific bullets and phrases from within the standards)

**Standard 1, Key Idea 2**

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

**Standard 1, Key Idea 2**

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

**NYS Social Studies Scope and Sequence Standards**

**Focus**: Case study of immigration/migration in New York City

- Reasons for immigration to New York 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a

- Financial gain 1.3a, 1.4b

- Contributions of immigrants (culture, recreation, food, language, skills) 1.1a, 1.2b, 1.3a, 1.4a, 2.4a, 4.1b

# Section II:

# Enduring Understandings

What do you want students to remember 10 years from now?

1) Coney Island was a place of respite for New York City immigrants.

2) Communities draw on the skills and talents of community members to generate revenue, such as restaurants and entertainment. (ie: sideshows and Nathan’s Hot Dogs)

3) Attachments and personal connections to a place stem from feelings of acceptance and understanding.

4) It’s the responsibility of community members to protect and defend their communities with hard work, passion, and advocacy.

**Essential Questions**

What questions will create the “doorway” to your study and set the stage for high level thinking?

1) What makes Coney Island so magical?

2) How do new communities generate revenue?

3) Why do we develop attachments to certain places?

4) How do we protect our place/space/community?

Part I. A Framework for the Unit of Study (Draft due 11/29/10)

* Grade Level
* Languages
* Topic/Theme/Description
* Standards addressed: (From National Standards/State Standards)
* Essential Questions
* Enduring Understandings

Part II: Thematic Brainstorm (Draft due 12/6/10)  
A Semantic Web (or other Graphic Organizer) that demonstrates the different possible activities and lines of inquiry that you thought about exploring through this topic/theme.  
  
Part III: Unit Map   
An outline of a 3-to-4 week unit of study that demonstrate the progression of lessons (learning experiences) you would present to students over the course of the unit. Descriptions should be brief, stating:

* the focus question for the learning experience;
* the main ideas and/or skills you are trying to teach through each learning experience;
* the main activity in the learning experience.

The learning experiences should tie back to the essential questions and enduring understandings.   
  
Part IV: Sample Learning Experience  
Each individual group member is responsible for selecting one of your learning experiences from the Unit Plan you described briefly in Part III. You will flesh out this learning experience following a general template that we will post on our wikispace page.

**Section III: Thematic Curriculum Web: (see attached)**

Fill out the curriculum web for this unit. Brainstorm *at least* one possible activity in each discipline. You may type this out in a chart or list, rather than squeezing it into the web, or use the template available on Blackboard.

# Section IV: Materials/ Resources

Identify multicultural materials that are appropriate for this unit for your students keeping the Elements of SJ Education (Hackman) in mind. We also know that we have to re-educate ourselves on many historical events/ analysis. What professional materials will you use? (include books, magazines, websites, field trips, speakers etc) Please refer to the back of the planbook where resources are listed thematically to find resources that can be used for your unit.

1. Student Materials
2. Professional Materials:

**Section V: Individual Lesson Plan:** Every person in your group should choose one lesson from the thematic web to create a lesson plan for. Use the lesson plan template to create a 45 minute lesson that would fall within this unit. If your lesson is part of a multi-day unit, then use the Unit Template sheet and then fill out only ONE lesson plan template.

Part V: Differentiating Instruction  
One to two paragraphs describing strategies that will be employed to differentiate instruction and/or to increase student access to the curriculum.

Part VI: Assessment

Discuss various ways you will assess student understanding and growth over the course of the unit of study.  
  
Part VII: Community & Museum Resources

Identify one community resource and one museum that can be used as part of the unit of study. Describe how it might be used to enrich the study. These would include  
  
Part VIII: Parental Involvement  
One to two paragraphs describing different ways families can be involved in the unit study.  
  
Part IX: Addressing the 5 Essential Components of Social Justice Education (Hackman)  
Using the 5 Essential Components template (to be distributed later) describe how your unit of study addresses the different components.

Part X: Materials/Resources

Cite books, websites, periodicals, and any other resources that might be used for this unit of study, specifically focusing on the lessons you develop in Part IV.

**Coney Island – Unit Map**

*Over the course of the next six weeks, the class will be reading the book* Coney Island *by Professor Solomon each session, adding information to a KWL chart each week, and completing a timeline of the history of Coney Island. The unit will be taught on Monday, Wednesday, and Friday each week.*

**Week 1: Introduce Coney Island**

**Day 1** – KWL Chart – *“What do we know about Coney Island? What do we want to learn?”*

The class will create a KWL chart about Coney Island. We will also begin reading the chapter book *Coney Island* by Professor Solomon. This book is a non-fiction story, written somewhat autobiographically, and it will give the students insight into what it was like to like at Coney Island during the peak of its popularity. This book will be read aloud during the course of the unit.

**Day 2** – Map Search and Investigation – “*Where is Coney Island located?”*

Using a map of Coney Island, the students will search for key words, locations of monuments, parks, and other important places within the Coney Island area. Students will identify their present location (the school) within New York City and determine how far away from Coney Island they are living. This activity will be done in partnerships.

**Day 3** – Sensory Exploration – “*Which five senses were stimulated at Coney Island?”*

The class will participate in a sensory exploration activity, in which they will be investigating the various forms of sensory stimulation at Coney Island. This will include *touch* (sand and water from the Coney Island shoreline), *sound* (waves crashing, rollercoasters, screams, bells and whistles, etc.), *taste* (hot dogs, sweets, and other foods offered at Coney Island), *smell* (cooking food, the beach, smoke), and *sight* (amusement rides, freak shows, the beach, early 20th century fashion, etc.). Students will make observations about the various sensory experiences.

**Week 2: Music**

**Day 4** – Looking at Lyrics – *“How has Coney Island played a part in the music industry?”*

As a class, we will be listening to a couple of songs that have been written and recorded that have Coney Island as a main subject. The students will discuss what emotions were stirred while listening to the selected songs. After the listening exercise, students will work in small groups to analyze the lyrics of the songs. They will identify patterns within and amongst the songs. To prepare for tomorrow’s lesson, groups will choose a stanza from their favorite song.

**Day 5** – Tableaus of Song Lyrics – *“How do writers use ‘show not tell’ to tell stories?”*

Using the songs that were listened to and discussed in the previous lesson, the class will be studying the writing technique of “show not tell”. We will look at the ways in which writers show what they are writing about, by using sensory details and elaborate descriptions instead of simple sentences. The small groups will use the stanza chosen in the previous day’s lesson to create tableaus. This is an aspect of showing and not telling a situation or scene.

**Day 6** – Poetry/Songwriting – *“How can we use ‘show not tell’ to write poetry?”*

The songs we have been studying this past week were most likely written because the songwriter felt a certain connection to Coney Island. The students will be writing poems about a place they feel connection to and inspired by in their own lives. This place is solely up to the individual student’s discretion. The style in which they write their poems is also up to the individual student; however, they MUST use show-not-tell in their writing.

**Week 3: Freak Shows and Sideshows**

**Day 7** – Intro to Sideshows – “*What were the sideshows?”*

The class will view video(s) that discuss the history and variety of the sideshows and freak shows that were popular at Coney Island. They will explore the various acts that ran and discuss their reactions to this form of entertainment.

**Day 8** – Personal Exploration – “*Did the performers in the sideshows embrace their oddities?”*

The students will be doing some introspective work today, identifying what qualities make them unique and special. They will be asking themselves, “What role do I play? What makes me different?” This will be done through discussion and writing.

**Day 9** – The Classroom Sideshows – “*How am I similar to a sideshow performer?”*

This is a day of celebration and performance! The students will be performing the act, talent, or quality about themselves that makes them unique. This may include performances like tongue rolling or trilling, being double jointed, flexibility, etc. The classroom community will be supportive and embracing of each student’s unique talent.

**Week 4: Food and Cuisine**

**Day 10** – Introduction to Food – “*How did Nathan’s Hot Dogs come to be so renowned?”*

Today, the class will discuss what they know about Nathan’s Hot Dogs and the Fourth of July eating contest. They will be focusing on this Coney Island staple this week, looking more in depth at the establishment of Nathan’s, the science behind the eating competition’s “athletes” stomachs, and what goes into making a classic Polish hot dog.

**Day 11** – Health – “*How can the competitors fit so much food in their stomachs?”*

Students will be taking a closer look at the preparation and training the food competitors go through to ready their bodies for competition. They will learn how the athletes expand their stomachs, why/how some of the participants are thin, and what happens to their bodies immediately after the competition and into the “off-season”.

**Day 12** – Cooking Day – “*What goes into making classic Polish hot dogs?”*

After learning about the differences between certain hot dogs and sausages, students will be working in pairs to mix ingredients and make their own hot dogs. This activity will not only give the students the chance to work with their hands, it provides them with the experience of seeing exactly what goes into the food they eat. Hot dogs are so readily available to New Yorkers, yet few people are actually aware of the creation process.

**Week 5: Rides and Rollercoasters**

**Day 13 –** *Feivel’s Flying Horses* – “*How did immigrants cope with the realities of America?”*

Using the book *Feivel’s Flying Horses* by Heidi Smith Hyde as a read aloud introduction, we will be discussing the ways in which European immigrants dealt with the American dream/reality complex that was made evident upon arrival in the United States. Additionally, this book will introduce the evolution of the Coney Island amusement parks.

**Day 14** – Amusement Parks – *“How did Coney Island transform throughout the years?”*

Students will be studying the history of Coney Island’s amusement parks and roller coasters. Throughout the years, several fires decimated sections of Luna Park, Steeplechase Park, and Dreamland. These disasters caused rides to be rebuilt, and the students will be learning more about its history.

**Day 15** – Field Trip – “*Can we connect what we have been learning in the classroom to what we see in real life?”*

We will be taking a field trip to Coney Island. Students will be equipped with field trip sheets that require them to identify specified landmarks (location of amusement parks, Nathan’s Hot Dogs, sideshows), locate The Cyclone, and solve a couple of math problems that relate to the architecture of the rollercoaster. By taking this field trip, students will be given the opportunity to visualize and possibly “imagine away” Coney Island as it currently stands and how it was one hundred years ago.

**Week 6: Conclusion, Final Project, and Share**

**Day 16** – Roller Coaster Creation – “*What did it take to construct The Cyclone ride?”*

In small groups, students will be constructing miniature models of the rollercoasters they saw in the previous week’s trip to Coney Island. They will be using toothpicks, small dowels, and marshmallows to construct their models. This project will reinforce their knowledge of the appearance of the structures at Coney Island, increase their awareness of the complexities of constructing a wooden rollercoaster, and challenge them to experiment with various techniques for balance, sturdiness, and appearance.

**Day 17** – Roller Coaster Creation/Brochure Creation – “*Should Coney Island be preserved?”*

After finishing up the roller coaster models, students will develop a persuasive brochure that discusses whether or not Coney Island should be preserved. The destination’s recent history includes much turmoil and controversy. Taking what they have learned about Coney Island, their brochures should strongly reflect their stance. Students will be able to begin this project in class, using a class discussion to refresh their minds about the content covered over the previous five weeks. They will have the following two nights to complete their brochures at home. This project will be graded as the summative assessment for this unit of study.

**Day 18** – Conclusion to the Unit

Today will be a day of concluding and celebrating. The class will complete the KWL chart and timeline. The video that the teacher made of the unit process, with footage from the sideshow performance, field trip, and rollercoaster construction day, will be shown. Additionally, students who wish to perform their unique talent will be able to do so on this day. As a class, we will reflect on the last six weeks, give feedback and opinions about what was learned, and wrap-up the unit of study.

* Song Lyric Tableaux
* Poetry writing
* Map Search and Investigation
* Intro to Sideshows
* Introduction to Food
* *Feivel’s Flying Horses*
* Amusement Parks
* Roller Coaster Creation/ Brochure Creation
* KWL Chart about Coney Island
* Looking at Lyrics
* Sensory Exploration
* Health
* Roller Coaster Creation
* Cooking Day

Social Studies: Hist, geog, sociology

Arts (visual, music, drama)

Writing

Literature, Reading

Science, technology

Math

Other/ field trip

Social Action

* Field Trip to Coney Island
* Personal Exploration
* The Classroom Sideshow
* Conclusion to the Unit

Coney Island

**Materials**

* Teacher script
* Paper
* Markers
* Crayons
* Colored pencils
* Pencils
* Post-its
* Lined paper
* Song lyric sheets
* Timeline
* Archive photographs/postcards (Nathan’s Famous Hot Dogs)
* Picture of “The American Dream”
* Video clip from “Titanic”
* Smartboard
* Internet
* “Calories Used Table” handout
* Tape
* Packet listing variety of foods
* Class graph paper
* Food plan worksheet
* Nathan’s Famous Hot Dogs informational sheet
* “Coney Island” by Death Cab for Cutie
* “Million Dollar Mermaid” by Joe McGinty
* “The Coney Island Song” by Hop Along
* “Coney Island – Freaks” by Jeffery Stanton
  + http://www.westland.net/coneyisland/articles/freaks.htm
* “Coney Island Freaks of Yesterday and Today”
  + http://www.mentalfloss.com/blogs/archives/12341
* Coney Island Sideshow and Amusement Park – New York City History 1940
  + <http://www.youtube.com/watch?v=_LHjy8eZLVc>
* Coney Island Circus Sideshow Promo Reel 2003
  + <http://www.youtube.com/watch?v=iNc-g1lI5kM>

**Assessment**

Our students will be assessed consistently throughout the course of the unit. In addition to making constant observations of the students at work, we have assigned a couple of projects that will assess the students’ gradual increase of knowledge about Coney Island. Included in this repertoire is a sensory exploration activity, a poetry assignment, a talent show, a cooking activity, and finally, a brochure.

The sensory exploration activity is not so much an assessment as it is an activity to get the students acquainted with the various sides of Coney Island. Many of us think of only one aspect or two when thinking about the place, and this activity enables the students to be exposed to every aspect. The assessment lays in their identification and engagement with the senses that are stimulated and explored.

The poetry assignment is completed after a week of learning about Coney Island poems/songs and the writing technique of “show-not-tell”. It will have been emphasized that poems and songs are often written about places that the writer feels a strong connection towards; therefore, the students will be writing about a place that they are drawn to. Combining the characteristics of the sensory exploration from the previous week with the poetry, the “show-not-tell” technique will be emphasized as well. Their use of this technique will be included in the assessment.

Freak shows and sideshows were a very popular part of Coney Island history. Although they attracted thousands of spectators, the motivation was purely entertainment. We will be showing the students that having quirky, unique talents and abilities can be celebrated and admired, not always ridiculed and made a spectacle. In our celebration of our collective uniqueness, we will be holding a classroom talent show where the students will have the opportunity to celebrate their individualities.

Nathan’s Hot Dogs are a premier novelty destination at Coney Island. When thinking about food consumption, we do not always know what products and ingredients are included in the food we eat. By allowing the students to research, mix, and create their own hot dogs, they will see and experience what it takes to make one of Coney Island’s most beloved treats.

Our final assessment will be a brochure that develops a persuasive stance on whether or not Coney Island should be preserved. Taking what they have learned about Coney Island, both the magnificence and controversy, the students’ brochures should strongly reflect their stance. This project will be graded as the summative assessment for this unit of study.

**Toolkit for Social Justice Education –**

**5 Essential Components**

Identify and explain how and why/not your curriculum addresses the elements of Social Justice Education.

|  |
| --- |
| **CONTENT MASTERY/FACTUAL INFORMATION**: Students learn the significance of broad and varied information acquisition through data collection, historical contextualization, and micro-macro levels of content analysis. Leads to a student centered classroom, with thinking that connects individuals/community to the larger society.  In our unit study of Coney Island, fourth graders focus on the multiple aspects of Coney Island’s influence in Brooklyn, New York City, and beyond. Through activating prior knowledge of Coney Island and connecting it with newly acquired content, students learn its significance in an authentic and relevant way that they can connect to. Through the multiple diverse student-centered groups taking place throughout the unit, students have the opportunity to learn from one another; this cooperation gives students the tools to respect, listen, and accept differing opinions and beliefs of others. |
| **CRITICAL ANALYSIS (Systems of Oppression)** Students learn the significance of **P5**  **Process = Perspective + Positioning + Power + Possibility**  Prepares students to take action  In the classroom, students learn the systems of oppression in context of their Coney Island unit by developing a sense of perspective, positioning, power, and possibility in their thinking and actions. Students see a variety of perspectives through group work and also by putting themselves in the shoes of the oppressed (the “freak show” we cover in our unit). By understanding the varying positions of those within the system of oppression, they gain a greater sense of empathy in their academic and social communities. In addition, power dynamics are brought into play throughout the unit where both immigration and freak shows are concerned by understanding why these people were laughed at and prejudiced against. Students will understand the concept of race, socioeconomic status, disability, etc in the context of who had the power in early American society and why immigrants and “freak shows” were looked at as outsiders. Students will also look at the possibility of immigrants and “freak shows” to exist as parts of society rather than outsiders; further, they will examine how the gap is closing and how everyone should have equal rights. They will see how far possibilities of outsiders have come and how far they still have yet to go. |
| **ACTION AND SOCIAL CHANGE**: Students learn that their knowledge is empowering, which transforms them into authentic change agents. Provides hope and possibility.  Students are given a great deal of responsibility throughout the Coney Island unit that allows them to take control of their learning. In doing so, we allow a great deal of flexibility in projects and discussion, yet challenge students so they can pursue greater levels of thinking. Through delving into a topic such as Coney Island, it is important to reflect on things that students already know about (Nathan’s hot dogs and the amusement park) but research more behind the scenes information that is not completely known by the public. This allows students to realize that there is more that meets the eye, which transforms them into active thinkers who dig below the surface. Students will realize that every moment in history has multiple perspectives which must be considered; they will realize that, after all, this combination of perspectives is what pushed America to be what it is today. |
| **PERSONAL REFLECTION (EDUCATOR/STUDENTS)**: Educators and students learn to examine and recognize the relationships of power, privilege, biases, domination, imposition, oppression and the impact on individual/institutional/systemic levels. Leads to the development of a socially just classroom environment.  Students will be constantly reflecting with each other and teachers to better understand the impact of Coney Island on every aspect of the population that visited and continues to visit the site. We will examine the multiple aspects of Coney Island over time that demonstrates when and who was coming to Coney Island throughout its history, and why. Further, we will look at changes in Coney Island’s population (both visiting and residing) to determine the impact of socioeconomic systems. |
| **MULTICULTURAL GROUP DYNAMICS**: Culturally relevant learning/teaching environment is customized, built on an understanding/recognition of group dynamics and impact of teaching on social identities. Leads to cross-cultural communication; dialogue on diversity issues.  Over the course of the unit, students will reflect and share personal beliefs and opinions with the class based on what we are learning about the cultural impact of those who settle in Coney Island. This allows them to relate to others, but also to learn something new about themselves. Students have the opportunity to work with a variety of peers within the classroom, exploring diverse group dynamics; further, they become accustomed to differing views and experiences with culture, broadening their knowledge of Coney Island as well as their immediate classmates (and also the culture that surrounds us in the present). |

**Day 3 – Sensory Exploration**

**By: Stephen Marositz**

**Information**

*Grade 4*

*25 students – whole class lesson*

*Arts– 60 minute lesson*

**NYS Arts Standards**

2. Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

3. Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

4. Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**NYS Social Studies Standards**

**Standard 1, Key Idea 1**

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

**Standard 1, Key Idea 2**

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

**Learning Objective:**

Students will be able to:

* Use their five senses to envision Coney Island as a young immigrant child in the early 20th century

**Materials:**

* Teacher script
* Paper
* Markers
* Crayons
* Colored Pencils
* Pencils
* Post-its

**Skill and Strategy**:

Skill: Comprehension

Strategy: Envisioning

**Justification**:

The class will participate in a sensory exploration activity, in which they will be investigating the various forms of sensory stimulation at Coney Island. This lessons serves as an introduction to the activities that will follow in the next five weeks. For the students who are not familiar with Coney Island, they will be able to gain a perspective of what it feels like to be there while the students who have a prior connection with the Coney Island will be focusing on how these images of the past connect to modern day perceptions.

Sensory Exploration will include *touch* (sand and water from the Coney Island shoreline), *sound* (sideshow chants, music, rollercoasters, screams, bells and whistles, etc.), *taste* (hot dogs, sweets, and other foods offered at Coney Island), *smell* (popcorn, hotdogs, and the ocean), and *sight* (amusement rides, freak shows, the beach, rollercoaster, early 20th century fashion, etc.). Students will make observations about the various sensory experiences.

After the sensory exploration students will create a picture, the picture they envisioned in their mind, about what Coney Island is. The parameters for this project are very open ended so the students are able to portray any piece of Coney Island they connected with.

In order to gain perspective and delve into the persona of a ‘young immigrant child of the 20th century’ German phrases have been implemented into the script of the exploration. This has been done to separate ‘new and old’ images of Coney Island since many of the places we explore still exist today.

**Set / Implementation Procedures:**

\*Teacher must rehearse this speech ahead of time. The delivery is most effective using different voices for each character and a variety of emotion.

*It is July 1927. You’re family immigrated to New York from Germany just three months ago. Each day you think about your oma and opa, cousins, aunts, uncles and friends back in your village, Rottenburg. Father and mother work long hours. Father works in a factory and mother is a seamstress. Today however, they have the day off from work…something about a special day. What is so special about July 4th anyway?*

*As you sit on the train your body is shaking back and forth. It is riding so fast! Peering at the window you can see trees and buildings far in the distance. Suddenly the train comes to a halt! You almost fall off of your seat. We are here mein schatz whispers mother smiling. Here? Where is here you wonder? Stepping off the train mother takes a deep breath in and sighs, “Ahh. I love the smell of that salty air. The ocean reminds me of the Tauber back home.” “The ocean? I can only smell popcorn,” you think to yourself. Walking across the boardwalk you hear music, laughter, a man shouting “Come see the bearded lady…man swallows sword…woman sawed in half!” These sounds are taken over by a loud SCREECH. Looking up you see this huge wooden structure with a car attached to it. A roller coaster. The Cyclone. “You must be able to see for miles when you’re way up on that. Sehr schoen. Let’s go! exclaimed father. Waiting in line you wonder what it is going to be like. You have never been on a roller coaster before. Finally it is your turn. Climbing into your seat, you shut your eyes hoping the ride is already finished. The car stats moving. [to be read slowly] \*click\* \*click\* \*click\* The car is pulling itself up the hill. You can feel butterflies in the pit of your stomach. \*click\* \*click\* \*click\* Your dig your hand deep into the seat, hoping you don’t fly out of the car. You promised yourself you would hold on to the very end of the end. Was machst du? What are you doing? Opening your eyes protests father, look at it all. \*click\* \*click\* \*click\* Slowly opening your left eye you can see over all of Astroland- the man shouting about the bearded lady, the swimmers, the sun bathers in their large hats, even Nathan’s hotdog stand. \*click\* \*click\* \*click\* Squinting very hard, you pretend to see Germany out across the ocean. It all becomes are blur as AHHHHHH. [Scream as if roller coaster is going down]*

* Independent Practice- 30 minutes
  + Students will independently create their ‘Portrait of Coney Island’
* Class will reconvene
* Gallery Walk- 15 minutes
  + Each portrait will be hung and students will have the opportunity to see peer work, make observations, and comment on pieces of work using post-its.
* Wrap-up- 5 minutes
  + Class will end with a reflection about the lesson, additional feedback, and what they may have done differently if they were to try again.

**Modifications:**

This lesson built around envisioning or imaging something. The timing of the lesson, especially the teaching set, is especially designed with students who cannot sit sustainted for longer period of time in mind. If a student cannot sit on the carpet or they find it less distracting to remain in their seat, that is acceptable. Because the who will be able to hear my voice reading no matter where I can, their seating is flexible. For the students who cannot here my voice in general, I will position myself about the room adhering to specific needs. If the use of sign language interpreter is necessary, then I will work with one. Students are not expected to fully understand all of the referennces, cultural terms, and Germany presented in the story, therefore language should not be an issue. If a student for some reason cannot close their eyes whether it be fear or physical inability or has difficulty with auditory processing, they will be given a transcript of what is spoken. If they need further assistance I will reread sections aloud to them individually.

**Extensions/Follow-up Activities:**

This lesson serves is an introduction to the remaining five weeks of study. Each piece of the exploration, (Nathans hotdogs, sideshow chants, Cyclone, etc.) all appear later in the unit. The only component explored in this that is not fully imitated in a later lesson is the music. The song described in this sensory activity was reflective of the historical time period captured, while the later music study uses modern examples.

**Assessment of Student Learning:**

Students will be assessed on:

* Ability to converse, listen, and participate in a group review
* Appropriate drawing of Coney Island
* Ability to vocalize the relationship of Coney Island and their portrait
* Participate fully and cooperate with classmates

**Day 4 – Looking at Lyrics**

**By: Jasmine Ross**

**Information**

*Grade 4*

*25 students – whole class lesson*

*Literacy – 75 minutes*

**NYS ELA Common Core Standards – Grade 4**

**Speaking and Listening**

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds

2. Paraphrase portions of a text read aloud for information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

**NYS Arts Standards – Elementary**

**Visual Arts**

1. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

* Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

2. Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

* Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

**Music**

3. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

* Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

**Learning Objectives:**

Students will be able to:

* Analyze songs/song lyrics to understand the author’s message.
* Express the emotions they feel while listening to different types of music.

**Materials:**

* “Coney Island” by Death Cab for Cutie
* “Million Dollar Mermaid” by Joe McGinty
* “The Coney Island Song” by Hop Along
* Song lyrics for each of the songs listed above
* Writing paper
* Drawing paper
* Pencils
* Markers
* Crayons
* Colored pencils

**Skill and Strategy:**

Skill: Making Inferences/Drawing Conclusions

Strategy: Paraphrasing

**Justification:**

Students are likely to understand the songwriter’s message by rephrasing and discussing the lyrics in their own words.

**Set / Implementation Procedures:**

*(Sitting in a circle on the carpet) Very often, one place can inspire hundreds, even thousands of writers, artists, poets, and musicians to create stories, visual art, poems and songs. Coney Island happens to be one of those places. Today, we’re going to listen to some of the songs that different musicians wrote about Coney Island. We’re going to try to figure out how they feel about Coney Island, how we feel about the music, and how Coney Island inspired the different songs. Take a piece of paper and pass the rest around the circle. I’m going to have three volunteers pass out markers, crayons, and colored pencils. (Pass out paper, and drawing tools.) Now, close your eyes and listen to this song. Don’t write or draw, just listen. (Play “Million Dollar Mermaid”)*

* Tell the students to think about the images that came to mind while listening to “Million Dollar Mermaid”. Play the song two more times, but this time, have the students draw what they see in their minds. Do a silent share. (Students share their pictures by silently holding them up so everyone in the circle can see.) One by one, everyone will give one word or phrase that describes how the song made them feel. Note how differently everyone feels about the song. Mention that just like the song, Coney Island makes people feel different emotions as well.
* Introduce the next song (“The Coney Island Song”) While it’s playing, have three more volunteers collect the crayons, markers, and colored pencils, while writing paper and pencils are being passed around the circle. When the song has finished, ask the students to re-write the story that the song tells in their own words. Play the song two more times. After the stories are written, have three students share their stories. (Remind students that do not get to share that they will have time to share their stories in small groups later in the lesson.) Allow time for students to comment on each story. If the stories are different, emphasize how the song made students think something different, just like Coney Island does for artists, musicians, and writers.
* Pass out one more piece of writing paper to each student. Tell the students that they should write down as many of the words in the song (lyrics), in order, as they can. Play the last song (Coney Island) three times. Ask students to share what they wrote down until the class has figured out all of the lyrics to the song. (Write the completed lyrics of the song on the board so everyone can see. Talk about what the songwriter is trying to say. Talk about how the songwriter feels about Coney Island and how the amusement park inspired him.
* Split the students into five groups where they will discuss their drawings and stories. Each group will receive lyrics to each of the songs. They will look through the lyrics together and decided which stanza is their favorite and why. The groups will highlight that stanza, write their names on the page, and hand it in. Rotate throughout the groups. Help to facilitate discussions if they seem to be stagnant. (25 minutes)
* To close, have each group share it stanza and what they think it means/why it’s the group’s favorite. (5 minutes)

**Modifications:**

* Students who have difficulty writing and drawing will share their ideas orally. They can have another student who’s already finished act as a scribe for them.
* Students who have issues with writing, but not drawing will draw their stories and the lyrics for songs two and three.
* Students who have difficulty drawing, but not writing, will describe what they see during the first song in words.

**Extensions/Follow-up Activities:**

* In the next lesson, students will use tableau to show their understanding of what’s happening in the stanzas each group has chosen.
* Drawings and stories will be compiled into a Coney Island Music Book with a brief description about what each activity was.

**Assessment of Student Learning:**

Students will be assessed on:

* Ability to converse, listen, and participate in a group discussion about the different songs
* Work together with classmates to choose a stanza that everyone in the group likes
* Participate fully and cooperate with classmates

**Day 5 – Song Lyric Tableaux**

**By: Ashley Anderson**

**Information**

*Grade 4*

*25 students – whole class lesson*

*Literacy – 60 minute lesson*

**NYS ELA Common Core Standards – Grade 4**

**Speaking and Listening Standards**

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   2. Follow agreed-upon rules for discussions and carry out assigned roles.
   3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
   5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**NYS Arts Standards**

1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Students:

* use creative drama to communicate ideas and feelings
* imitate experiences through pantomime, play making,  dramatic play, story dramatization, story telling, and role  playing
* use language, voice, gesture, movement, and observation  to express their experiences and communicate ideas and  feelings

**Learning Objectives:**

Students will be able to:

* Create tableaus of their favorite stanzas
* Adequately display their chosen stanza
* Use the show-not-tell technique with their bodies to express ideas and feelings

**Materials:**

* Song lyric pages

**Skill and Strategy:**

Skill: Comprehension

Strategy: Show-not-tell

**Justification:**

By using their bodies to recreate written material, as well as working in groups, students are much more likely to confirm and reinforce understanding and comprehension of text.

**Set / Implementation Procedures:**

*Yesterday, we were able to listen to a couple of songs that were written about Coney Island. Who can remind us of those songs?* [Student(s) will refresh our memories of the songs we listened to and studied in the previous day’s lesson] *In your groups, you analyzed the lyrics from these songs and chose the stanza that you liked best. Today, in your same groups, you will be using your bodies to “show not tell” the class your chosen stanza. How is it possible to have a group of people show us a scene without speaking a word? By raising your hand, I would like someone to tell the class how this is going to be possible.* [Student suggests using tableau, or another similar word/description] *Exactly. We are going to be making tableaus. When I say, “go,” I want you to get together with your groups, and you will have* ***fifteen minutes*** *to develop a tableau that conveys your stanza. Once that fifteen minutes is up, we will come back together as a class to perform our tableaus and give each other feedback. Are there any questions?* [Answer any questions that might be asked] *Alright, ready set GO!*

* Groups will work for 15 minutes on their tableaus
* Class will reconvene to present tableaus
* Each group will get 3-5 minutes to present and take questions/feedback from the audience
* Class will end with a reflection about the lesson, additional feedback, and what they may have done differently if they were to try again

**Modifications:**

* Students who have physical disabilities will be able to participate in the activity, since the tableau will be a “frozen picture” instead of a moving scene.
  + Students will accommodate their classmates to create tableaus that enable all group members to participate
* Students with stage fright will be highly encouraged to participate; however, if the fear is too strong, they will be able to “direct” his/her classmates in their tableau creation

**Extensions/Follow-up Activities:**

In tomorrow’s lesson, students will be using their increasing knowledge of “show not tell” to write their own poems or songs about places that they feel emotionally drawn to.

**Assessment of Student Learning:**

Students will be assessed on:

* Ability to converse, listen, and participate in a group discussion about their poem
* Appropriately interpret stanza to develop a tableau
* Work together with classmates to create a functioning and appropriate tableau for their chosen stanza
* Participate fully and cooperate with classmates

**Day 6 – Poetry Writing**

**By: Ashley Anderson**

**Information**

*Grade 4*

*25 Students – Whole class*

*Literacy – 60 minutes*

**NYS ELA Standards – Grade 4**

**Writing Standards**

*Grade 4 Students:*

2. Write informative / explanatory texts to examine a topic and convey ideas and information clearly

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

**Learning Objectives:**

Students will be able to:

* Use the poems and songs studied as influences to create their own poetry
* Compose a poem about a place they feel a strong connection with
* Use “show-not-tell” in their poems

**Materials:**

* Paper
* Writing utensil
* Poems/songs from earlier in the week

**Skill and Strategy:**

Skill: Poetry

Strategy: Show-not-tell

**Justification:**

Students are more likely to reinforce their learning and understanding when they are able to connect what they have learned to their own lives. Most, if not all, of the songs we have been studying this week were written by people who felt a strong connection to Coney Island. Students will now have the opportunity to write a poem or song about a place that they feel strongly connected to.

**Set / Implementation Procedures:**

*This week, we have been looking closely at some songs (poems) that were written about Coney Island. People typically feel most inclined to write about things they feel strongly and emotionally connected to. Each one of us has a place like this, too. Mine is a place called Moonstone Beach, in Northern California. My grandma lived right near it, and I spent every summer as a kid playing on that beach. What about you?* *Would anyone like to share their favorite place to be?* [Three or four students share their favorite places – OR Students will turn and talk, and then three or four will share with the whole class] *Thank you for sharing. We are going to have a five-minute free write, and you will take that time to write about the place you love the most. Keep the “show-not-tell” technique in mind as you are writing. This is not the final draft of your poem; it is simply a writing exercise to get your creativity flowing. Are there any questions?* [Students ask questions] *Great, and remember, this is a silent time. Let’s begin.* [Five minutes pass, and free write ends] *Finish the word or sentence you are on and look up here, please. Who would like to share one of their show-not-tell lines?* [Four or five students share their show-not-tell examples] *What beautiful descriptions. What is going to happen now is each of you will refer back to your free write material and construct a poem about your favorite place. You can write it in whatever style you feel most comfortable with, but you MUST use show-not-tell. Are there any questions?* [Students as questions] *Wonderful, let’s begin creating!*

* Students will write their poems, using show-not-tell and the songs from earlier in the week as influences
* After fifteen minutes of writing, students should be finished with their poems
* The remainder of the class will be used for a presentation of the poems

**Modifications:**

* Students who are struggling to construct a poem may use a template
* Students may also be given a list of adjectives to help them construct metaphors and descriptions
* Students who can speak but not write may record their poems on a recorder, or they may present their audibly and have a scribe record their poem on paper

**Extensions/Follow-up Activities:**

This lesson is the final lesson of the section on music. This will assess the students’ understanding of show-not-tell, which was also discussed in the previous week, as well as the ways in which songwriters/poets can describe places, feelings, emotions, etc. without explicitly saying what that place is. Next week, the students will be learning more about the freak shows and sideshows of Coney Island.

**Assessment of Student Learning:**

Students will be assessed on:

* Their use of show-not-tell
* A completed poem about a place close to their hearts
* Use of the studied songs/poems about Coney Island as inspiration/influence for their writing
* Use of words and descriptions to “paint” a picture of a place
* Proper grammar, spelling, and punctuation (unless intentional for the sake of creativity)

**Day 10 – Nathan’s Hot Dogs, Immigrants, and the American Dream**

**By: Zoe Friedlander**

**Information**

*Grade 4*

*25 students – whole class lesson*

*Social Studies – 45 minute lesson*

**NYS Social Studies Scope and Sequence Standards – Grade 4**

**Unit 5: Growth and Expansion (Mid-March—April)**

***Essential Question:*** *What was the effect of industrial growth and increased immigration on New York?*

**Focus**: Case study of immigration/migration in New York City

- Reasons for immigration to New York 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a

- Financial gain 1.3a, 1.4b

- Contributions of immigrants (culture, recreation, food, language, skills) 1.1a, 1.2b, 1.3a, 1.4a, 2.4a, 4.1b

**NYS ELA Common Core Standards – Grade 4**

**Speaking and Listening**

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
   1. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   2. Follow agreed-upon rules for discussion and carry out assigned roles.
   3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
   5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

**Language**

Grade 4 Students:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   1. Choose words and phrases to convey ideas precisely.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Learning Objectives:**

Students will be able to:

* use listening skills to comprehend video content and apply content knowledge to their own work.
* use group work as a means to create and develop ideas.
* use historical information about Nathan’s Hot Dogs to better comprehend concept of immigration, financial success, and the American Dream.
* use newly acquired understanding of American Dream to brainstorm different ways to represent this goal.

**Materials:**

* Timeline, archive photographs, and archive postcards from website about Nathan’s Famous Hot Dogs: <http://nathansfamous.com/PageFetch/getpage.php?pgid=39>
* Picture of the “American Dream” - <http://totalfratmove.com/wp-content/uploads/2011/10/d0dcf869247f0494e7f38adab27e2b241112136037-500x338.jpg>
* Video clip from “Titanic” (~10 minutes)
* Smartboard
* Pencil, paper, art supplies

**Set/Implementation Procedures:**

*By this time in the year, we know a great deal about immigration and Ellis Island, but what we do not know much about is what happened when many immigrants arrive in the United States, especially in New York. We are going to focus on this today in the greater Coney Island unit that we have been doing. We are going to look in depth at Nathan’s Hot Dogs. Located in Coney Island, Nathan’s Famous Hot Dogs was actually founded by a Polish immigrant family. Throughout this lesson, I want you to ask yourselves these questions (even if you may know the answer to them, use this as a refresher):*

* + *Why would immigrants leave their home to come to the United States?*
  + *What is this “American Dream” that they have?*
  + *What did they look forward to doing in the United States that was different than their home country?*
  + *What are some difficulties that they encountered when arriving in the United States?*

*Today, we are going to look at a few examples of the “American Dream.” Does anyone have any ideas of what the “American Dream” may be?* (A short whole class discussion will take place so the students can use each other’s ideas to branch off of and to develop an idea of what the “American Dream” was in the time of immigration to the United States.)

* First, we will look at the drawing highlighting an immigrant’s “American Dream.” We will have a turn and talk with a partner to try to answer the question: “What is the artist trying to display to us about the American Dream?” We will come back together to generate some ideas about what the immigrants on the ship are hoping to do once they pass through New York’s Ellis Island, in an ideal world, in their own “American Dream.”
* To supplement this drawing, we will watch a clip from Titanic. Again, I will remind the class to focus on the initial questions asked of them while they watch. Once we come back together, we will have another turn and talk with a different set of partners to answer the question: “How are the clip from Titanic and the drawing similar when we look at the American Dream?” We will come back together and have a discussion with students volunteering what they have noticed about both the drawing and video clip.
* Now, we will look at an example of financial success, a part of the American Dream, in Nathan’s Famous Hot Dogs. Who has been to Nathan’s Famous Hot Dogs or knows anything about the history? Taking a few hands here and having a short discussion, I will move on to giving the students a brief history of Nathan’s Famous Hot Dogs by visiting the website. Once we walk through the history, a timeline, and various photographs and postcards pertaining to Nathan’s Famous Hot Dogs, we will have a brief discussion about whether the students believe that this immigrant family fulfilled their “American Dream” and how they accomplished this. We will touch on immigrant’s problems they encountered when they first came to the USA to get the students thinking about prejudice in this context. For instance, when they first came to America and especially Coney Island, how Coney Island was, in a sense, a sanctuary for many immigrants to create new lives for themselves in the development of small communities (and further how this led to the development of financial gains/the development of New York City’s diverse population).
* We will now break up into small groups to create a project about our concept of the “American Dream” based on what they now know about Nathan’s Famous Hot Dogs. With 2-3 person groups, students can choose how they want to represent their concept of the American Dream. They have a few choices of what to do that must include Nathan’s success in Coney Island that portray the American Dream:
  + Writing newspaper articles
  + Drawing a series of pictures/cartoons
  + Writing a script/creating a storyboard and acting out a news report/interview
* Students should do research to help them develop a greater concept of the American Dream and Nathan’s Famous Hot Dogs via technology or through books about immigration.
* Students will be given the rest of the double period and the next few days during class time to work on the project and at home. They will be given a packet about what they have learned in class about Nathan’s and an “idea sheet” to help them pick out the most important parts that they want to include in their representation of the American Dream.

**Differentiation:**

* The multiple visual displays that represent what we have learned in class will help students to gain an in-depth understanding of the content.
* Students with special needs may participate in whole class discussion through raising hand with thumbs up or down to agree/disagree with others’ concept of American Dream.
* Students with special needs may do a combination or variation of the project required as long as they touch on what will be assessed at the end, and also have the choice to do project individually, with adult/paraprofessional assistance, with classmates, or a combination of both (see assessment).

**Assessment:**

* Informal assessment including:
  + Thoughtful, contributing, and appropriate participation in whole group discussion
  + Thoughtful, contributing, and appropriate participation in turn-and-talks
  + Thoughtful, contributing, and appropriate questions asking in small and whole group discussion
  + Equal and appropriate contribution while working on group project
* Formal assessment including:
  + Does student help group members to present project in a clear way that allows other students to understand the project?
  + Can student identify what, in their project, identifies the American Dream?
  + Does student have a clear and correct concept of the American Dream as seen in the group presentation of project?
  + Does group use knowledge acquired both in and out of class to add to the success of their project? Does this help them define the American Dream?

**Day 11 – Nathan’s Famous Hot Dog Eating Contest**

**By: Zoe Friedlander**

**New York State Health Education Learning Standards**

**Standard 1 – Personal Health and Fitness**

Elementary Health Education

1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

*Students*:

* possess basic knowledge and skills which support positive health choices and behaviors
* understand how behaviors such as food selection, exercise, and rest affect growth and development
* recognize influences which affect health choices and behaviors
* practice and support others in making healthy choices

Elementary Family and Consumer Sciences

1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

*Students*:

* understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation

**New York State Math Standards – Grade 4**

**Problem Solving Strand**

Students will build new mathematical knowledge through problem solving.

4.PS.1 Explore, examine, and make observations about a social problem or mathematical situation

4.PS.3. Interpret information correctly, identify the problem, and generate possible solutions

Students will apply and adapt a variety of appropriate strategies to solve problems.

4.PS.13 Work in collaboration with others to solve problems

Students will monitor and reflect on the process of mathematical problem solving.

4.PS.20 Determine what information is needed to solve a problem

4.PS.21 Discuss with peers to understand a problem situation

4.PS.23. Verify results of a problem

4.PS.25 Determine whether a solution is reasonable in the context of the original problem

**Reasoning and Proof Strands**

Students will make and investigate mathematical conjectures.

4.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas

**Learning Objectives:**

Students will be able to:

* Graph their estimations of daily caloric intake and calculated daily caloric intake.
* Use “Calories Used Table” to learn the effect of their actions on their calorie intake.
* Use previously acquired math skills to determine the amount of calories consumed/burned by an average Nathan’s Famous Hot Dogs Contestant.
* Assemble a daily food plan for themselves based on newly acquired knowledge of daily nutrition needed and using supplemental caloric information.

**Materials:**

* Internet source (http://www.active.com/fitness/calculators/calories.htm)
* “Calories Used Table” handout
* One small slip of paper per student
* Tape
* Pencil
* Packet listing a variety of foods (with listed calories count)
* Class graph
* Food plan worksheet
* Nathan’s Famous Hot Dogs informational sheet (contestants, calories of food)

**Set/Implementation Procedures:**

*Students will come to the rug to open a discussion about Nathan’s Famous Hot Dogs. “Over the past few weeks we have been talking about the importance of Coney Island in the history of New York City. Over the past few days, we have been talking about the foundation of Nathan’s Famous Hot Dogs and how this is still a very big business in Coney Island today that calls people from all over the world! One of the reasons that Nathan’s is so big is because of their Hot Dog Eating Contest that has been going on for 96 years this July 4th, so since 1916! People can qualify to be in this contest from 13 states, only taking the best of the best in hot dog competitors. Can anyone raise their hand and tell me how many hot dogs they think both a man and a woman (separately) can eat in 10 minutes? Right now, the record for most hot dogs and buns eaten in 10 minutes is* ***62*** *in the men’s category, and* ***40*** *in the women’s category! That’s a lot of hot dogs. Little do these people know, however, that hot dogs, especially in that amount, are not good for your health, especially when we look at the number of calories you are supposed to consume, or eat, every day. Calorie intake is different for everyone, depending on whether you are a boy or a girl, your height, weight, and if you are active during your day.*

* “If I tell you that if I consider my height, weight, gender, and activity each day, I should be eating no more than 2,300 calories per day. So now what we are going to do is write on these little slips of paper what you all think your calorie limit should be per day depending on your height, weight, gender, and activity each day. This can be an estimate, and you can work with a friend to figure it out if you would like. When you are done, take a piece of tape and plot your estimate on your slip of paper on this class graph. Later on, when we check our actual calorie limit, whoever gets the closest will earn a prize!
* Once you are done estimating, I will give you this “Calories Used Table” and a worksheet with information about the Nathan’s contestants. You’re going to have to do some math here. Follow the directions to figure out how many calories the contestants would burn and consume if they spread the contest out over an hour. Does anyone have any questions? Let’s get started!”
* The students will work in small math groups at their tables to figure out the worksheet. When each group is done, I will call them over to figure out their calorie limit per day on the computer. From here, they will be expected to use the packet of foods (with listed calories count) to determine what they want to eat in order to reach their limit (or close). From here, the will use the sheet to determine when they will eat what during the day. The worksheet will prod them to answer questions such as:
  + What might happen if I eat a lot more than my calorie limit?
  + What might happen if I eat a lot less than my calorie limit?
  + What might happen if I go running for one hour and then eat 100 calories over my calorie limit?
* Once students are all finished with their worksheets and we run out of time for their development of their meals (which will be finished for homework), we will come to the rug to discuss our findings.
  + Turn and talk to a partner: what have you discovered about Nathan’s hot dog contestants and their calorie consumption?
* We will come back together and have a conversation surrounding why this is a bad lifestyle choice for these contestants, and discuss any realizations we have come to throughout our process for healthy food choices.
  + What are the risks for eating so much of something with a lot of calories?
  + What about the time frame in which they accomplish something like this? Is this a healthy choice? Why or why not?

**Differentiation:**

* Students with special needs will have differentiated worksheets and will work with an adult/paraprofessional and a differentiated group that enables their success (a group on the same level).
* Students may have Boardmaker depicted picture of foods with bigger numbers to highlight what is needed to complete their worksheet.
* Students may use a calculator if needed.

**Assessment:**

* Informal assessment including:
  + Thoughtful, contributing, and appropriate participation in whole group discussion
  + Thoughtful, contributing, and appropriate participation in turn-and-talks
  + Thoughtful, contributing, and appropriate questions asking in small and whole group discussion
* Formal assessment including:
  + Is student able to make caloric estimate for him/herself?
  + Does student complete worksheet task?
  + Does student use previously learned mathematical formulas to figure out answers?
  + Does student show work?