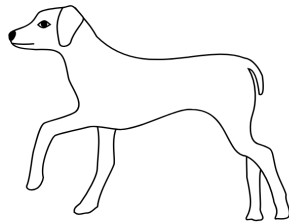


Matryoshka Nesting Doll Lesson Plan

Lesson Overview

Warmup: Find an image of your choosing that students of your grade level could easily draw. (For an example see below). Direct students to draw the image on a piece of notebook paper. After students draw for about 60-90 seconds, explain to students that now they need to draw the same image but half the size as before. Repeat this process 3-4 times.



Explain to students that they just performed a similar process as a Russian nesting doll artist. Today we will learn all about the Russian dolls (Matryoshkas), their history, and their significance.

Explain to students that in order to learn about nesting dolls we will break up into 6 groups and each learn something about the dolls. After working in a small group for 5-10 minutes they will give a short 90 second presentation to share their findings with the rest of the class. They will project their slide to the rest of the class.

As students share with the rest of the class, ensure the following points are emphasized.

1.1 - The largest doll represents the mother while the smaller dolls are her children. All of the designs are painted by hand.

Standards Covered

Social Studies Standards Covered:

SS6G7 Locate selected features of Europe.

Information Processing Skills

- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 7. interpret timelines, charts, and tables
- 11. draw conclusions and make generalizations

Reading and Writing Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Writing Standards for Literacy in History/Social Studies

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

<p>1.2 - Russian nesting dolls are derived from Japanese dolls which demonstrates how the expansion of Russia resulted in cultural diffusion from east Asia.</p> <p>1.3 - The new birth of the nesting doll occurred when the production centers moved to the European section of Russia. This area is much more densely populated and connected to many countries through railways.</p> <p>1.4 - The 1900 World’s Fair is one of the first places many people ever saw a nesting doll. Millions of people traveled to Paris to see the doll and eventually the popularity spread across the world. Many people were fearful of the new technologies sweeping across the globe, so it was refreshing to see something that did not require technology.</p> <p>1.5 - Nesting dolls can take up to 2 years to make depending on the number of dolls. Each doll is carved out of a piece of wood and then individually painted.</p> <p>1.6 - Nesting dolls have spread across the world. You can see them in nearly every country, and they represent a variety of different interests.</p> <p>Finally, direct students to complete 1.7 independently. They will need to use their knowledge of nesting dolls to understand the meaning of the political cartoon. The cartoon will require an understanding of Vladimir Putin and Joseph Stalin. If students do not have familiarity with either of them, then there are videos to help. They should understand that the author of the cartoon believes Vladimir Putin is very similar to Joseph Stalin.</p>			
		Materials from Aboki Box:	Aboki Box Magazine Student Workbook Matryoshka Doll

Differentiated Supports

Additional Instructional Supports

- ☐ Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- ☐ Challenging or countering
- ☐ Asking "Why?" "How?"
- ☐ Reread
- ☐ Practice new academic vocab.
- ☐ Assistive technology
- ☐ Pre-teach & re-teach in a different way
- ✓ Repetition
- ☐ Use of manipulatives
- ✓ Collaborative work
- ✓ Direct/explicit instruction
- ☐ "Chunking"
- ✓ Accommodating different learning styles
- ☐ Create differentiated text sets

Specially Designed Instruction for Special Education Students

- ☐ Conferencing
- ✓ Additional time
- ☐ Small group collaboration
- ☐ Modify quantity of work
- ☐ Take student's dictation
- ☐ Scaffold information
- ✓ Differentiated content process or product
- ☐ Consistent reward system
- ✓ Refer to students' IEP or 504 plan
- ☐ Assistive technology

Strategies for English Language Learners

- ✓ Visuals/Realia
- ☐ Front-loading
- ☐ Echoing/Choral response
- ✓ Color-coding
- ✓ Multiple exposures in different media
- ✓ Pair-share
- ✓ Modeling
- ☐ Language scaffolds: eg, sentence frames
- ☐ Deconstruct complex sentences and texts
- ✓ increased opportunities for student-student talk
- ☐ Strategic vocabulary instruction
- ✓ Additional think time