



## **SOCIAL STUDIES**

### **Lesson Starters**

- A. Review the film and focus just on what children/students say and do in the film. Discuss the ‘story’ they tell and how they react and are changed by the Pale Male experience.
- B. Create a timeline of key events in Pale Male’s life. What other major NYC/national/world happenings coincided with those events?
- C. Explore the history of Central Park (themes of landscape architecture, politics, economics, arts, creative vision, etc.) and contact the Central Park Conservancy (good website) for resources. Explore the history of 5<sup>th</sup> Avenue in NYC. Look at current property values around 5<sup>th</sup> Ave. and 74<sup>th</sup> St. Compare with similar property values in your locale. Investigate the history and significance of the Trump Tower, Plaza Hotel and Central Park South area. Compare with your locale.
- D. Think about your own life and what is important to you. What do you have that you would want to protect? Make a list of these things and write about how you could be a positive advocate for each one.
- E. Write a song that the protestors could have sung about Pale Male to spread the word about what happened to his nest. Or compose a letter to the editor of the newspaper. Or create a blog post. Or...?
- F. Hold a debate, possibly a talk show w/ both sides represented. Or develop a skit: “On the street” news interviews with main characters and passersby.

### **Lesson Plan 1**

#### **The Power of Diversity**

**Objective:** Intrapersonal/Interpersonal Perspectives

**Materials Required:**

Movie, Plaster of Paris, Vaseline, Newspapers, Paint & Brushes, Permanent Markers, Thinking Maps – Venn Diagram (Compare & Contrast), Flow Chart (Sequencing)

**Procedure:**

1. Provide the students with the opportunity to view the movie. During the film viewing students are to be given time to complete a Flow Map or timeline to sequence the events of Pale Male and his family.
2. After viewing the movie and completing a timeline, have the students complete a double bubble map comparing and contrasting the advocates for Pale Male and the HOA of 927 Fifth Avenue.
3. After providing ample time for students to collaborate, introduce the main activity. Have the students create masks of their faces. To complete this, use Plaster of Paris. This activity will take a few days to complete.
4. After the masks have dried, begin a lesson on perspective. What is perspective? What influences perspective? Discuss peer pressure. Can peer pressure be good/bad? On the exterior of the mask, have the students draw a line of symmetry. On one side, write/paint words to describe Pale Male's advocates actions, feelings, passion, etc. On the other side, write the Board members actions, feelings, passion, etc.
5. After discussing interpersonal perspectives, introduce intrapersonal perspectives. Discuss how common it is for people to view themselves different from others opinions. To solidify the meaning of intrapersonal feelings, have the students decorate the inside of their masks with illustrations, words, quotes, etc. that describe how they feel about themselves.
6. To bring this lesson to an end, provide time for each student to present his or her masks. After the students have presented, the teacher needs to unite the class with explaining the power of diversity and how people from all backgrounds can work together to make a difference.

**Lesson Plan 2****Exploring Role Models and Hope**

- A. Can we find hope in creatures in nature? How so?
- B. Extend this line of inquiry into looking at role models. Who inspires us? Whom would we like to emulate? Who are our mentors? What is it that we find compelling in others--- people (elders, peers, people in various fields of endeavor), creatures in nature—that makes us feel hopeful? Explore traits, e.g. character, integrity, courage, humor, perseverance, leadership.

**Activities**

1. Discussion based on above questions
2. Interview students and adults in schools about whom they look up to and why and/or how they value the various character traits.
3. Class book or newsletter or film/digital presentaton about any all of these topics.  
Go through film and compile/or point out/or have students watch for the many quotes about hope, inspiration, “heart”, uniqueness of NYC and its wildlife.