THE EDUCATION FUND 40 YEARS

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Ideas with IMPACT

SOCIAL SCIENCES

Fun with Funko Pops

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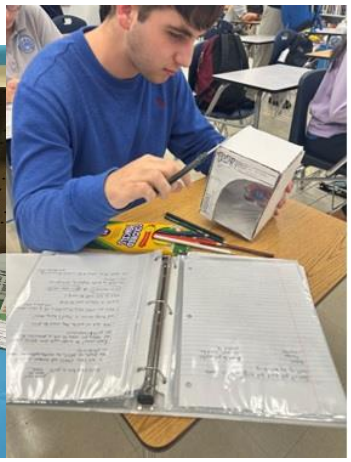
Fun with Funko Pops



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Goals and Objectives

Funko Pops have been created to showcase major pop culture references from movies, to tv shows, to cartoons and comics. The creators of these figurines must decide what series to highlight, what characters to highlight and how these characters look and what accessories they use. Through this activity, students will be able to gain first-hand experience in this process as they develop a class wide series on a given topic. Through this activity, students will be able to review valuable materials covered in class, practice their academic research skills, work collaboratively on a task and provide students with a creative outlet to showcase a product. The great thing is that this activity can work in multiple disciplines and a variety of topics, as long as the topic includes important figures/characters. In other words, this can work for a historical period or characters in a novel.

This activity allows teachers to incorporate project-based learning into their curriculum. This instructional strategy allows students to work through real life problems, using information learned in class. The process of selecting, developing and producing their Funko Pop Series mimics the real-world process engaged by the makers of these collectables. This process allows students to develop 21st Century skills that can be applied to any number of courses and careers. Skills include critical thinking, creativity, communication and collaboration.

Through this project, students are able to

- Review the major contributions of historical figures in a particular time period.
- Engage in active scholarly research on a given topic.
- Synthesize information from multiple sources to develop a written response.
- Present information in a creative manner.
- Collaborate with students to develop a finished product.

Florida Standards

ELA.10.V.1.1

Integrate academic vocabulary appropriate to grade level in speaking and writing.

ELA.9.C.1.2

Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

ELA.9.C.4.1

Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

S.912.W.2.10

Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

SS.912.W.2.17

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

SS.912.W.2.15

Determine the factors that contributed to the growth of a modern economy.

SS.912.W.1.3

Interpret and evaluate primary and secondary sources

Course Outline/Overview

The 9th Grade World History social studies curriculum consists of history, geography, civics and economics. The primary content of this course pertains to the history of the world after the fall of the Roman Empire. Students are exposed to a variety of topics including history, geography, religion, philosophy, economics

and politics. Students study methods of historical inquiry and how to use primary and secondary documents.

Based on the scope and sequence of this course, this activity was used to reinforce the content and standards aligned to the Middle Ages. This activity was completed during the first nine weeks.

In World History, we study a variety of time periods highlighting different people and how they played a role in shaping history. After our unit on the Middle Ages, I decided to develop a class wide Funko Pop series based on the different class of people that lived in Medieval Europe. I selected 4 characters: the serf, the monk, the knight and the merchant. The students designed their character as well as the box on a paper template, based on the class notes and additional research. Then they took that template and built their actual character and box for the series. Students worked together to make sure all characters in the series were addressed in their final product.

Lesson Plan

• This assignment was done at the conclusion of our Middle Ages Unit.

• Students are assigned one of the four Middle Ages characters:

1. The Serf
2. The Monk
3. The Knight
4. The Merchant

• They must conduct research on their assigned person.

o Research must come from

1. Their class notes.
2. At least 2 outside sources (not the class textbook)

• They will use the template worksheet (provided by teacher) to design the Funko Pop.

o This includes

1. Series Name (The Middle Ages)

2. Character name (They can either give their character a name of choose the type of character as their name)

3. Character biography (this is where their research goes)- this is written in 2 paragraphs and must answers:

a. What is your character's daily life like?

b. How does you character shape Medieval Europe?

4. Draw and label 3 Accessories (this is where their research will also come in handy)

5. Design their character.

6. Design the 3 other characters in the series (they will work in groups with other students that have different characters to complete the series)

• Once the teacher approves the student's design- they will use various materials to design the box for their Funko Pop (they can design and decorate their box as they wish)

o The box must include:

1. A clear opening- to be able to see your character (they will cut it from their template page)

2. On one side- the 3 accessories (they will cut this from their template page)

3. On one side- the other characters in the series (they will cut this from their template page)

4. On the back- the character biography (they will cut this from their template page)

5. On the front

a. Funko Pop Logo

b. Series Name

c. Character name

d. Character number

Resource list

- Funko Pop Template Sheet (attached)- this is used as their planning sheet - *The World History Spot- Teachers Pay Teachers*
- Scholarly Primary and Secondary Sources- these will be determined by the content you are teaching. Thes resources can be electronic or print. Guage your students reading comprehension and vocabulary levels in order to determine the best types of sources to use.
- Student electronic devices- this will be useful if your sources for research are online.
- Rectangular box- this is where the final product will be presented. You can either buy these for your students or ask them to bring them in.

Amazon- BAKIPACK 25 White Bakery Boxes with Window, 9x7x2.5 Inches Cake Boxes with Window, Treat Boxes for Small Bakery, Dessert, Candy, Cookies, Pastry, Party Favors, Wedding Cake- $18.99
https://a.co/d/5Z9Kt7t

- Scissors
- Glue
- Colored Pencils/Crayons/Markets

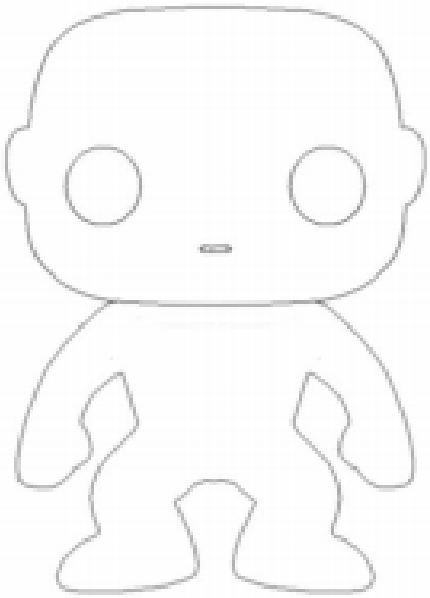
(The last 3 materials are to decorate the box to make it look like a Funk Pop Box)

- Clear plastic/cellophane- this is to create a viewing window for the box. (optional)
- Media Center or other high-profile area- find a space to display student work, with a variety of stakeholders can see student work.

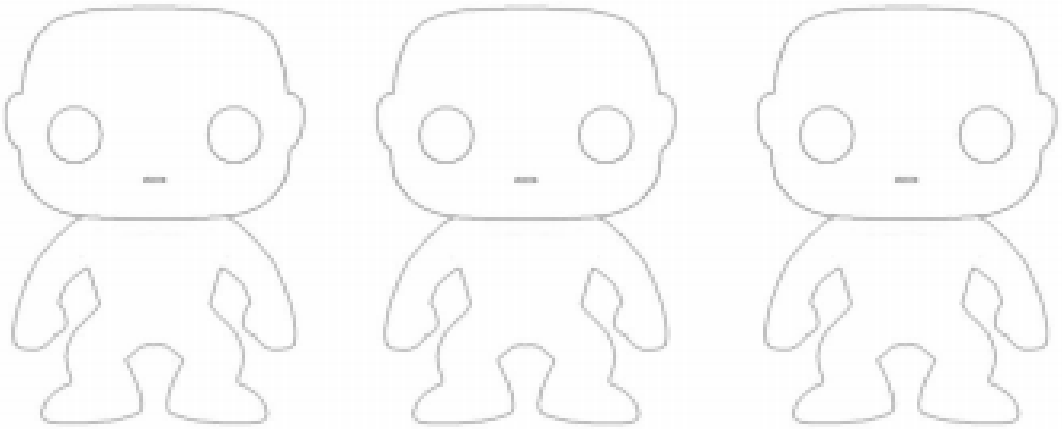
Name: _____ Hour: _____

SERIES

CHARACTER BIOGRAPHY



ACCESSORIES

CHARACTER NAME

COLLECT THEM ALL!