

## Lesson Plan Template

<b>Grade:</b> 10		<b>Subject:</b> World History	
<b>Materials:</b> Poster Board and Drawing utensils		<b>Technology Needed:</b> Computer	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 Direct instruction</li> <li>🍏 Guided practice</li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 Lecture</li> <li>🍏 Technology integration</li> <li>🍏 Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>🍏 Large group activity</li> <li>🍏 Independent activity</li> <li>🍏 Pairing/collaboration</li> <li>🍏 Simulations/Scenarios</li> <li>🍏 Other (list)</li> </ul>	
<b>Peer teaching/collaboration/ cooperative learning</b> <ul style="list-style-type: none"> <li>🍏 Visuals/Graphic organizers</li> <li>🍏 PBL</li> <li>🍏 Discussion/Debate</li> <li>🍏 Modeling</li> </ul>		<ul style="list-style-type: none"> <li>🍏 Hands-on</li> <li>🍏 Technology integration</li> <li>🍏 Imitation/Repeat/Mimic</li> </ul>	
<b>Standard(s)</b> WH.6_12.4: Analyze the influence of social, cultural, and economic developments on individuals. WH.6_12.5: Analyze causes and effects of global events in the past using primary and/or secondary sources. WH.6_12.6: Explain how past events connect to the present.		<b>Differentiation</b> <b>Below Proficiency:</b> Will be given website resources that can help them with their research projects.  <b>Above Proficiency:</b> Students will have the ability to put in extra research in their poster board for extra credit.  <b>Approaching/Emerging Proficiency:</b> Students will have a rubric to follow to complete their poster board.  <b>Modalities/Learning Preferences:</b> Students will be able to pick a historical event based on their preference and move around the room in order to meet with their groups.	
<b>Objective(s)</b> Students will gain an alternative perspective on a certain historical event in by understanding how the event happened and what effects it had on today's world.			
<b>Bloom's Taxonomy Cognitive Level:</b> Analyze and Apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be able to pick their own groups of 5 to make the poster board.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will stay on task during the given work time and work together at tables. Students will be expected to complete the poster board by the end of the class period.	
<b>Minutes</b>	<b>Procedures</b>		
15	<b>Set-up/Prep:</b> I will provide the poster-boards and some markers for the students and have them laid out before class. I will have my list of instructions and an example of what the completed project will look like. I will have a list of my expectations that I will provide the students before I begin the lesson.		
10	<b>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</b> I will prompt the students with the question of, "Why did this event take place and what effects can we see from it today?". This will be the driving question for the students as they make their poster-boards.		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> I will explain how the students can research their event and how they can portray it on their poster. I will present possible events that the groups can choose from.		
5	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> I will give the students an example of a historical event that has had a major impact on today's society and give them examples of those effects.		
20	<b>Review (wrap up and transition to next activity):</b> Once the students have finished their poster-boards, they will present them as a group to the rest of the class and explain the significance of their chosen historical event. All of the groups will present if there is enough time in the class period.		

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**Formative Assessment: (linked to objectives)**  
**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.**  
I will walk around the classroom from group to group and see how the students are coming along with their research and poster design to ask if they need any assistance.

**Consideration for Back-up Plan:**  
If groups are being disruptive, I will assign them myself.

**Summative Assessment (linked back to objectives)**  
**End of lesson:**  
Students will answer the driving question and present how their poster-board aligns with it.

**If applicable- overall unit, chapter, concept, etc.:**  
NA

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

NA

The lesson plan that I decided to design was one that will give students an alternate perspective on a historical event by researching reasons for why it happened, and evaluating how the event has effected the modern world. Students will be given a variety of different topics that we have covered in the World History course and be able to choose which event they would like to research and put on their poster-board. The students will work in groups of 3-5, which they can choose. Students will research online or use their textbooks to find information on the historical event that they have chosen and create an organized pasteboard answering the driving question that I have created. By answering this question through their research, students should be able to develop “perspective glasses” on the event and understand it in a way that they likely have not looked at it before. Once the students are finished with their boards, they will present together in groups to the rest of the class to inform the other students on what they found. I chose this broad of a research topic because it gives students the ability to dive deeper into an event that they might want to know more about. Giving the students the choice on which historical event to choose, I hope that they will be more motivated to find out what really caused it and how it has impacted society today.