

## Lesson Plan Template

<b>Grade:</b> 9		<b>Subject:</b> Global Studies	
<b>Materials:</b> N/A		<b>Technology Needed:</b> N/A	
<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>🍏 Peer teaching/collaboration/cooperative learning</li> <li>🍏 Visuals/Graphic organizers</li> <li>🍏 PBL</li> <li>🍏 Discussion/Debate</li> <li>🍏 Modeling</li> </ul>	
<b>Standard(s)</b> WH.6_12.2 - Explain historical changes related to religions and ideologies.  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> Student below proficiency will not be called out first directly to defend their position if they might not understand the statement on the board. I would call on a student that I know understands the concept better first, to help the struggling student answer if necessary. <b>Above Proficiency:</b> Students above proficiency can go into whatever depth they want when explaining their choice in order to convince other students to join their side. <b>Approaching/Emerging Proficiency:</b> All students will be given an opportunity to voice their opinion on which side of the classroom they have chosen. <b>Modalities/Learning Preferences:</b> Students have the option to move around the room to whichever side they agree or disagree with, and there is no definite right or wrong answer.	
<b>Objective(s)</b> The learner will be able to choose whether they strongly agree, agree, disagree, or strongly disagree on broad topics that relate to the novel <i>Knight</i> . The learner will be able to civilly defend or argue why they chose which side of the room to stand on based on their opinion about the statement on the board. <b>Bloom's Taxonomy Cognitive Level:</b> Analyze, Evaluate, and Apply.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students will be expected to quietly move to the side of the room which they feel about the prompted question and listen to their classmates when they are defending their answers. Students are to respectfully agree or disagree with their peers, without using hostile conversation.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> I will have the prompted questions that correspond with the content from the novel on the board and will also have the sides of the room labeled with the agree or disagree papers. The students will be able to choose which side to stand on for each question.			
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> I will have the questions written out and put on a powerpoint before the students enter the classroom. The agree, strongly agree, disagree, and strongly disagree papers will already be placed on a different side of the classroom as well. I will also have some thought provoking questions in my mind to ask the students during the activity.		
10	<b>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</b> I will welcome the students into the classroom and show them a short video showing a civil debate to get them engaged and show them how I would like them to participate in the activity.		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> I will explain the activity to the students by showing them an example myself. I will show them how long they will have to think about the prompt on the board, and how they should quietly walk to the side of the classroom that best fits their thoughts on the question. I will also give them certain phrases that they can use to debate, such as, "I respectfully disagree with you, because....".		

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n/a	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          During the activity, I will ask thought provoking questions that can relate to their lives in order to help them understand the question more clearly. An example of this would be with the prompted question that says, “People tend to conform to others rather than act on their own beliefs.”, in which I would ask the students if they find it easier to follow what most people do in society, even if it is wrong, over their personal beliefs. I would even bring up a historical connection, by asking them if they think that all of the Nazi soldiers did what they did out of conformity or their own personal beliefs.</p>		
5	<p><b>Review (wrap up and transition to next activity):</b>          At the end of the activity, I will ask the students to keep the prompted questions in mind while they read the novel in order to make more connections in their personal lives.</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>            I will ask questions to promote deeper thought during the lesson and ask the students if they have any questions about the prompt.</p> <p><b>Consideration for Back-up Plan:</b>            n/a</p> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>            n/a , the students will not be completing any type of summative assessment after this activity.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b>            n/a</p> </td> </tr> </table>	<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>            I will ask questions to promote deeper thought during the lesson and ask the students if they have any questions about the prompt.</p> <p><b>Consideration for Back-up Plan:</b>            n/a</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>            n/a , the students will not be completing any type of summative assessment after this activity.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b>            n/a</p>
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          The activity overall went very well. The students were engaged and enjoyed the civil debate between each other. I could tell that they were really thinking about the questions due to the fact that many of the students ended up changing sides once their classmate made a case for the oppositional view. I would have maybe had more thought provoking questions prepared for each slide before hand, in order to give some more scenarios that students could comprehend.</p>			