

Lesson Plan Template

Grade: 9		Subject: Global Studies	
Materials: Computers		Technology Needed: Computers	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	
Peer teaching/collaboration/ cooperative learning <ul style="list-style-type: none"> 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 		<ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic 	
Standard(s) 12.3 - Analyze the effects of different political systems on people. 12.4 - Analyze the influence of social, cultural, and economic developments on individuals. 12.5 - Analyze the causes and effects of global events in the past using primary and/or secondary sources. 12.6 - Explain how past events connect to the present.		Differentiation Below Proficiency: Students below proficiency will be paired up with a partner who is further ahead in the content area. Above Proficiency: These students have the ability to explain more about each topic word to the class if students fail to understand one of the words or topics. Approaching/Emerging Proficiency: All students will work with a partner to guess the terms that are within the specific WWII topic that is on the board. Modalities/Learning Preferences: The students will be able to choose their own groups and move from their normal spots in order to get in their pairs.	
Objective(s) The learner will be able to explain to their partner what the WWII related word means without saying the word itself in order to get their partner to guess it. The learner will understand what each word means that fall into each WWII category.			
Bloom's Taxonomy Cognitive Level: Remember and apply			
Classroom Management- (grouping(s), movement/transitions, etc.) I will allow for students to pick their groups to allow for student choice. I will also be walking around the room to create a beneficial proximity to keep the students on track.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be expected to stay in their groups for the class period and not speak too loudly during the activity. Once the student has guessed all of the vocabulary words correctly, they will yell out bingo.	
Minutes	Procedures		
n/a	Set-up/Prep: I will create a powerpoint with all of the WWII vocabulary words on each slide as well as correlating pictures to help assist the students with their understanding. I will also have note cards with some more info on each vocabulary word as a cheat sheet for myself.		
5	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) To open the class period, I will ask the students how they are doing and ask them how confident they are with the Unit's material. I will also encourage them to ask questions during the review game if they are not sure about certain words or concepts.		
5	Explain: (concepts, procedures, vocabulary, etc.) I will explain to the students how the activity is supposed to work by doing an example briefly myself. I will explain to them what to do once their partner has guessed all of the vocabulary words correctly as well.		

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Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)
I will ask any student who feels confident about their understanding on a word or topic to explain it to the rest of the class if they are willing to. I will ask the students how certain WWII vocabulary words can be related to something that we might see today. I might ask, "why is that important?" or, "what do you think about that?" to encourage more thought.

Review (wrap up and transition to next activity):
Once the students have gone through all of the slides and have completed the activity, I will ask what questions they have on the Unit and see if we need to go over anything again. If not, I will ask them to return to their assigned seats and review their notes or quizlets quietly.

Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

I will be pacing around the room in order to gauge how on task the students are during the lesson. I will ask questions to the groups to see how well they managed to get through the slide.

Consideration for Back-up Plan:

If students won't tell me how the activity is going for them, I might ask them to write down some of the vocabulary words that they struggled with on a piece of paper to hand in to me at the end of the activity.

Summative Assessment (linked back to objectives)

End of lesson:

The Summative Assessment will be whether the students were able to get through all of the review activity. Because it is a review day for a test, the students won't have to turn anything in.

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

The students will be taking their tests the next class period which will show how well they know the Unit's content.

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

I felt the review activity went well. The students were engaged and did not seem confused by the game. I think that they utilized critical thinking skills in order to learn more about the Unit. If I were to make any changes, I would have made the slides a little bit neater and would have encouraged the piece of paper for review more adamantly. I also would have preferred to have noise making devices for the students to use when their partner has said all of the words, due to the fact that some of the students are so quiet.