

Lesson Plan Template

Grade: 8th		Subject: United States History	
Materials: Worksheet and pencil		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) <p>Explain: Students will participate in a class discussion.</p>	
Standard(s) US.6_12.6 - Connect the past to the present using current events. US.6_12.5 - Analyze the significant contributions of people, policy, and the influence on an era. US.6_12.2 - Examine the impact of multiple perspectives on social, political, and cultural development.		Differentiation Below Proficiency: These students will have an easier worksheet to fill out while listening to the podcast. They also will be given the script for the podcast so they can read along while listening. Above Proficiency: These students will have the essential questions to facilitate higher levels of thinking with the subject of war declarations. Approaching/Emerging Proficiency: These students will have the worksheet and ability to discuss their thoughts on the podcast in their groups. Modalities/Learning Preferences: Students who prefer to read the script will have the script of the podcast to read along with as the podcast is playing. For the students who are visual learners, I will have a visual slideshow on the board that will go along with the podcast.	
Objective(s) The Learner will understand the process of declaring war in the United States by listening to a podcast and participating in group and class discussions. Bloom's Taxonomy Cognitive Level: Understanding, Analyzing, and Applying.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to be listening to the podcast and filling out their worksheets quietly. The students are then expected to discuss the essential questions with their groups and then be ready to answer them in the class discussion.	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be grouped in their pods for their initial discussion. I will give them a set amount of time and then bring them back to the class and facilitate a brief discussion to hear what they came up with.			
Minutes	Procedures		
5	Set-up/Prep: I will have the podcast and worksheets prepared as the students come into the class.		
3-5	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) I will open the class with asking the students how they are feeling by doing a thumbs up, sideways, and down activity. Following that, I will ask the engaging question of, "What are some reasons why countries might go to war?" This will allow the learners to think deeply about some of their prior knowledge on war.		
3-5	Explain: (concepts, procedures, vocabulary, etc.) I will then give the students the directions for listening to the podcast, completing the worksheet, and answering the essential questions. I will give them a time-frame for the podcast and bring them back together to explain their grouping activity.		

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25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will have 3 questions that I will have written on the board as the students listen to the podcast. The first one is “what is something that you found interesting or that surprised you about the podcast?” The second one is, “Who do you think should have the power to declare war? Why?” The third one is, “Do you think the president’s current war powers in the United States go against the Founding Fathers vision?” The students will have to apply their opinions on the matter to the podcast in order to think deeper about war declarations.</p>		
10	<p>Review (wrap up and transition to next activity):</p> <p>I will wrap up the activity by having them read in their workbooks individually to end the class.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The students will discuss their answers to the essential questions in pods, and then I will formatively assess their knowledge and engagement through their participation in the class discussion.</p> <p>Consideration for Back-up Plan: If students aren’t answering their essential questions in the group discussion, I will have them answer the questions on the side of their worksheet.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The students have a worksheet that goes along with the podcast, which they will fill out while listening and turn in to be graded at the end of class.</p> <p>If applicable- overall unit, chapter, concept, etc.: n/a</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The students will discuss their answers to the essential questions in pods, and then I will formatively assess their knowledge and engagement through their participation in the class discussion.</p> <p>Consideration for Back-up Plan: If students aren’t answering their essential questions in the group discussion, I will have them answer the questions on the side of their worksheet.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The students have a worksheet that goes along with the podcast, which they will fill out while listening and turn in to be graded at the end of class.</p> <p>If applicable- overall unit, chapter, concept, etc.: n/a</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students were engaged during the lesson and had some very good points that they brought up in the discussion. I know that they were engaged because of the connections that they made with the current U.S. and the podcast. I would have possibly changed how I gave them the questions. I think if I would have included them on a worksheet rather than writing them on the board would have been better for their understanding.</p>			