

Lesson Plan Template

Grade: Middle School 8th grade	Subject: Civics/Government
Materials: Notebook, Pencil, Highlighters	Technology Needed: Computer, projector, PowerPoint access, and access to the internet (for articles)
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> - RH.8 Distinguish among fact, opinion, and reasoned judgment in a text (North Dakota, 2019, pg.62). - C.6_12.4 Investigate the role and responsibilities of citizenship in society (North Dakota, 2019, pg.22). - C.6_12.4.4 Identify bias and evaluate its role in media sources (North Dakota, 2019, pg.22). 	Differentiation Below Proficiency: <ul style="list-style-type: none"> - Students below proficiency will have a hard time understanding the content. They will need some extra examples and more explanation to help them. They will be grouped with people above/approaching proficiency when placed in groups. Above Proficiency: <ul style="list-style-type: none"> - Students above proficiency will not have a hard time understanding the content. They will not need the extra examples/explanations as they may be able to provide their own. They will act as leaders in the group and help others who are finding the content challenging. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> - Students approaching proficiency will only struggle with understanding the content a little. They may need a couple of examples and extra explanations to help them better understand the content. They may be able to act as leaders in groups and they will be able to build their knowledge if working with those above proficiency. Modalities/Learning Preferences: <ul style="list-style-type: none"> - Visual <ul style="list-style-type: none"> o PowerPoint o Examples did on the board o Instructions on the board - Auditory <ul style="list-style-type: none"> o Students will hear instructions and hear the examples given - Verbal <ul style="list-style-type: none"> o Teacher presenting the material o Verbalizing rules/examples - Logical (reasoning)
Objective(s) <ul style="list-style-type: none"> - Students will be able to understand the difference between facts, opinions, and biases by working through examples of each. - Students will be able to work in groups to present shared/new ideas after reading through the article. - Students will be able to use three different highlighters to identify facts, opinions, and biases in the article they read independently. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> - Understanding <ul style="list-style-type: none"> o able to explain the ideas and concepts - Apply <ul style="list-style-type: none"> o use their knowledge in new situations (article practice) - Analyze <ul style="list-style-type: none"> o analyze an article and find opinions, facts, and biases o be able to question the article o compare/contrast their findings with peers - Evaluate <ul style="list-style-type: none"> o students can support their findings with reasoning 	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Students will be expected to come to class with the necessary materials. They have assigned seating, so they will know where to sit. Once we begin the lesson, I want to make sure that students are ready to go. I will have the agenda written on the board and I will verbalize this to them before getting started. As the lesson goes, we will transition into different topics. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) <ul style="list-style-type: none"> - Students should be aware of the rules of the classroom, so they will be expected to follow these rules during the lesson. - While I am presenting the lesson, I expect students to be respectful and responsible. I also expect the same when their peers are speaking.

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<p>During these transitions, I will give students the time to get their materials together and I will verbalize when we are ready to start something new.</p> <ul style="list-style-type: none"> - As for groups, students will be put into groups based on ability levels. 	<ul style="list-style-type: none"> - If students are not listening, I will just be silent and wait for them to bring their attention back to me. I might also use a countdown method. - Students should be responsible if they are using their computers during class (notetaking). If I need their attention, I will ask them to put their screen to fist so they will not be distracted.
Minutes	Procedures
<p>1-2 hours</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Create my lesson plan. - Print the article that students will be reading - Prepare a PowerPoint - Print off KWL chart for students
<p>10 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - I will begin by asking students what they think the difference between fact and opinion is <ul style="list-style-type: none"> o They will do a turn and talk to answer this question o While they are discussing the question, I will make a horizontal line on the board and make two arrows on each end. One side will be fact and the other will be opinion o Once they are done talking, we will have a large group discussion on the question and explore different ideas - I will give the students a KWL chart to fill out as we go <ul style="list-style-type: none"> o I will help them through the chart as the lesson goes on o At this point, I will have them begin to fill out the K & W portions of the chart o We will discuss these, and I will have a chart made on the board off to the side that I will fill out so the students can see it
<p>25 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - I will then go through my PowerPoint with the students - We will look at: <ul style="list-style-type: none"> o What are facts and opinions? <ul style="list-style-type: none"> ▪ definitions ▪ include the term bias as well o Why is it important to know about these? <ul style="list-style-type: none"> ▪ How does this relate to citizenship? o How we can identify them <ul style="list-style-type: none"> ▪ terminology that can help distinguish between fact and opinion ▪ can we prove it? ▪ is it just what we think to be true? o Work through examples <ul style="list-style-type: none"> ▪ 3 examples of opinions ▪ 3 examples of facts ▪ Some examples of biases in articles o Look at an example article <ul style="list-style-type: none"> ▪ In this article we will look for: <ul style="list-style-type: none"> • biases • fact • opinion ▪ I will post the article on the board and have the students help me identify different things <ul style="list-style-type: none"> • Different marker color for fact/opinion/bias • We will identify why we choose the statement to be fact/opinion/bias ▪ We will do this together and then they will do this on their own with another article - Before moving on I will have the students fill out more on their KWL chart <ul style="list-style-type: none"> o They will do this independently and then we will discuss as a class o I will add to the chart I made on the board

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25 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - “We have now gone through an example of how to look for facts, opinions, and biases in articles. Now I want you to try to do this on your own” - I will explain to them that they will be looking for facts/opinions/bias on their own and then they will come together as a group to discuss their findings. - The students will be put into groups based on the jigsaw II method. I will group them based on ability level and understanding of the content <ul style="list-style-type: none"> o The use of the jigsaw II method allows for more structured groups and achievement of group goals (Beal & Bolick, 2013, pg. 115) <ul style="list-style-type: none"> ▪ The groups will have roles for each member and each of the groups will have a goal while they are working through the article - I will give students an article to look at. I will have the article printed out for them. I will also provide highlighters for the students. - I will have the students read through a certain section of the article. They will have three highlighters to find: <ul style="list-style-type: none"> o facts o opinions o biases - Once they have read through the first section, they will discuss with their groups what they found. If they hear a new fact/opinion/biases from a peer I want them to write it down on a separate sheet or get a new color highlighter and mark it on their article sheet. - I will have the students fill out any remaining details on their KWL charts 	
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - The students will turn in their highlighted articles at the end of class with their name and group number on it. - I will ask to see their KWL charts so they can get a grade for completion - If there is time, they will be able to work on other assignments before leaving. Before I let them work, I will ask them if they have any final thoughts or questions. 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout the lesson- clarifying questions, check-inn strategies, etc.</p> <ul style="list-style-type: none"> - I will ask questions during the lesson to make sure that students are comprehending the content. - I will check in on students when they are working in groups. I will ask questions and see where students are with the assignment. - Turn and talks at the beginning and during group work - KWL chart <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> - If students are struggling with the assignment, I will have them finish with the article we were using as an example. - Another option would be to go over more examples in class and give them the assignment outside of class to bring back for discussion next time. 		<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - Performance task <ul style="list-style-type: none"> o The article they turn in at the end of class <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> - N/A

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

- Citizenship skills addressed in the lesson plan:
 - o Literacy skills
 - reading (articles)
 - comprehension
 - KWL technique
 - o Beyond the textbook
 - outside resources
 - o Bias or contradicting viewpoints
 - o Digital citizenship and research
 - fact vs. opinion
 - o Communication
 - listening/hearing
 - writing
 - speaking

- I am doing middle school for this assignment. I choose these citizenship skills because I feel that they are important skills to begin developing in this age group. Students should be informed citizens, and it is my job as an educator to help them develop these skills. The purpose of this lesson is to help students understand the difference between facts/opinions/biases and how to identify them in different texts. Another skill that students should have is literacy. Under literacy, I included reading, KWL charts, and comprehension. Helping students understand literacy is important because it will help them with other areas of the lesson. For example, in this lesson students will use their literacy skills to help them look at find facts/opinions/biases. Next, I included beyond the textbooks. While textbooks are important, having other resources for students to be exposed to is important. They will not always get information from textbooks, so it is crucial to help students learn how to read these outside resources and what they should look for while reading. Finally, I choose to include communication as my last skill. Students are always communicating with others and I want to make sure that students know how to work together and give them opportunities to practice this.
- I decided to have students complete a KWL chart because it will help them organize their thinking and give them a way to refer to this lesson. The textbook states that KWL charts help motivate students to think of prior knowledge and assess what they learn after a lesson is taught (Beal & Bolick, 2013, pg. 133).
- All these skills relate to my standards. My first standard refers to finding facts/opinions in a text. I am helping students distinguish between these two topics. My second standard refers to citizenship roles and responsibilities. There is a reason I want students to look specifically at facts/opinions/biases. This is a skill they will need to have to help them with their civic role and civic responsibilities. The last standard refers to identifying biases and evaluating them. My lesson challenges students to find biases and evaluate how these biases affect a text.
- I feel that it is important to teach this to this age group because it allows them to start thinking about what they are reading and how to interpret what they are reading. This will be a skill they will continue to develop, so I feel it is appropriate to expose students to this at this age.

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References

Beal, C., Bolick, C. M. (2013). *Teaching social studies in middle schools and secondary schools*. Boston:

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