

Lesson Plan Template

<p>Grade: 8th Grade, 60-minute class period (16 students)</p>	<p>Subject: US History</p>
<p>Materials: Notebook and pencil</p>	<p>Technology Needed: Computers (teacher and student), projector, PowerPoint access, classroom page to post assignment/activity</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <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) <ul style="list-style-type: none"> <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 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <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) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <ul style="list-style-type: none"> • US.6_12.1 Analyze primary and secondary sources with attention to reliability, impact, and purpose. • C.6_12.1.3 Evaluate the creation and impact of primary sources on political thought in the United States. • RH.9 Analyze the relationship between a primary and secondary source on the same topic. 	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> - Students below proficiency will be paired with students who are confident in the material. Hopefully, this will allow these students to gain an understanding and move to approaching/emerging proficiency. I will assist all groups and gauge where these students are during group work. - If students below proficiency are not participating very well, I might walk over to that group and try to help them and ask them questions that may guide them in the right direction. <ul style="list-style-type: none"> ○ I hope that the marker strategy I explain later will help to get them to participate and understand the material <p>Above Proficiency:</p> <ul style="list-style-type: none"> - Students above proficiency will be able to show students who are struggling with the content. These students will be able to act as leaders and extend their knowledge past the regular content. These students will help to challenge all other students. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> - Students approaching/emerging proficiency will be able to receive help from those who are advancing while also using their skills to challenge themselves and help others if needed. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> - Verbal/linguistic, interpersonal, auditory, visual
<p>Objective(s)</p> <ul style="list-style-type: none"> - By the end of this lesson, students will understand how to analyze primary and secondary sources by answering questions that look at purpose, impact, and reliability. - By the end of this lesson, students will understand the meaning of the Declaration of Independence by analyzing the historical language used in each section. - By the end of this unit, students will be able to apply their knowledge of primary and secondary sources to find the relationship between sources connected to the same topic. <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> - Comprehension <ul style="list-style-type: none"> ○ Explain ○ Summarize - Analysis <ul style="list-style-type: none"> ○ Analyze 	

Lesson Plan Template

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Students will be placed in groups of four for discussion and collaboration purposes - Each student will need a computer in the group - I will verbally tell students when we will transition 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> - Students will be expected to have their computers screen to fist when they are not needed - Students will be expected to come into the classroom and begin working on their job posted on the board (they should be familiar with this task already) - Students will be respectful when the teacher is speaking and giving directions - Students will be respectful when other classmates are speaking - Students will understand that they cannot use their phones unless told
Minutes	Procedures
<p>5-10</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - The classroom will be set up in such a way so students can be grouped into pods consisting of 4 students each (four groups of four for sixteen students) - Before the students come in, I will have their names written on sticky notes so they will know where to sit right away. - I will have the assignment posted for when they will be analyzing secondary sources. Students should pull up this assignment located in the classroom page <ul style="list-style-type: none"> o These sources include: <ul style="list-style-type: none"> ▪ Secondary source explaining more background on the Declaration of Independence ▪ Secondary source to learn more about Thomas Jefferson - Before the students enter the class, I will have some rules displayed on the board. Students should always check the board when they enter the class. It will read as follows: <ul style="list-style-type: none"> o YOUR JOB: <ul style="list-style-type: none"> ▪ Find the sticky note with your name on it and sit in that spot. ▪ Open computers to the class page with the latest post and put computers screen to fist ▪ Have a notebook and pencil out and ready to start
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Could you imagine yourself wearing fancy clothes and using a feather pen to write on paper made from hemp? How different would that be from how you write today? (Getting Interest and Attention) - Students were expected to read the Declaration of Independence (primary source) before today’s class. - I will begin the class by writing a question on the board asking, “What meaning do you think

Lesson Plan Template

	<p>the Declaration of Independence holds for the United States?" (Encourage higher level thought processes) (Application)</p> <ul style="list-style-type: none"> ○ Students will answer this question on a sheet of paper. It should be at least 3-5 sentences. ○ I will also ask them to write down any questions they have that they can ask during our discussion. What questions do you have before we begin? (Allowing expression of affect) <ul style="list-style-type: none"> ▪ Students will keep these papers near them until the end of the class where they add more information and then turn it in.
<p style="text-align: center;">15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - I will then explain what we will be doing for the day <ul style="list-style-type: none"> ○ First, we will be discussing the Declaration of Independence and the meaning it holds for the United States ○ What is the Declaration of Independence? Diagnosing and checking (Comprehension) <ul style="list-style-type: none"> ▪ I will ask a few students to share what they wrote at the beginning of the class ○ Second, you will have a group assignment where you will analyze a secondary source and gain more understanding about the primary source we are looking at <ul style="list-style-type: none"> ▪ In your groups, you will be discussing this document and answering a short list of questions ○ Third, we will come together as a group to share your findings - I will go through some background on the Declaration and what it means for the United States - I will then help the students analyze the sections of the Declaration to get a better understanding <ul style="list-style-type: none"> ○ The preamble ○ Declaration of Natural Rights ○ List of grievances ○ Resolution of independence ○ We will discuss all sections and students will be able to ask questions if needed - *All this information will be included in a PowerPoint document so students can take notes on the information - Managing question: <ul style="list-style-type: none"> ○ (Throughout the PowerPoint) Did everyone get that written down? - If students had other questions about the reading they can ask during this time while I am explaining the concept to them. - A question I want students to think about after discussing the Declaration of Independence is How is the Declaration important to how governments are being formed today? (Encouraging higher level thought processes) (Application) <ul style="list-style-type: none"> ○ I want them to think about this question as we keep progressing with the unit
<p style="text-align: center;">30</p>	<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"> - Now that we have finished talking about the Declaration of Independence, are we ready to look at primary and secondary sources? (Structuring and redirecting learning)

Lesson Plan Template

- There will be four groups of four students
 - o Two groups will have the biography document while two groups will have the background document
 - The biography document will be split into two parts so both groups with this document will not have to read so much. This will allow for more discussion and collaboration.
 - o I will ask the students to open their computers to the assignment and have their source they will be analyzing ready to go
 - o The students will have 5-7 minutes to read their sources. They do not have to read word for word, but they should have an understanding of what the document is saying.
 - o Each group will analyze their secondary sources focusing on the following questions:
 - The questions will be projected at the front of the room.
 - What is the main point of the source? – **Diagnosing and Checking (Comprehension)**
 - What about the source do you find convincing or important? Why? - **Diagnosing and Checking (Comprehension)**
 - Can you point out some facts the author provides to support their point? – **Recalling specific facts or information (Analysis)**
 - Can you point out some opinions the author presents to support their point? - **Recalling specific facts or information (Analysis)**
 - I will also ask them to consider any questions they might have after reading their document
 - Each student will choose a different highlighter color so they can show their work directly in the document. I expect students to collaborate, highlight key ideas, and write comments in their chosen color so I can make sure that everyone has contributed to the small group discussion
 - o Once groups are finished, we will come together as a whole group to discuss our documents
 - Students will make a copy of the document and turn it in the assignment on the class page for me to review
 - The document should have their names on the document and each name should be the color that they use throughout the document
 - I will ask each group the questions I had them focus on. This will hopefully spark discussion and interest between each group.
 - o One question I want to pose to the whole group is How can we compare both secondary sources back to our primary source? (**Encouraging higher level thought processes**) (**Synthesis**)
 - After discussing all the questions, I will ask if the students had any other questions that we might be able to think about and discuss? (**Allowing expression of affect**)

5

Review (wrap up and transition to next activity):

- I would ask this question to have students think about their own personal beliefs
 - o What are your own personal thoughts on the Declaration? Do you defend the contents, or do you have some judgements? How would you justify your answer? (**Encouraging higher level thought processes**) (**Evaluation**)

Lesson Plan Template

- Students will bring out their paper where they wrote their summary. I will finally ask them to write 3-4 things they learned or found interesting from our discussion today. What are 3-4 things you learned today about the Declaration of Independence and Primary and Secondary sources? (**Recalling specific facts or information**) (**Knowledge**)
- Students will then turn their papers into the tray I have at my desk and work/talk quietly until they transition to their next class.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- I will ask the students questions throughout our discussion to make sure they understand the content
- I will ask them to do a short summary of the Declaration of Independence at the beginning of class to monitor if they understood the reading
- I will walk around and make sure that they take notes and discuss during group work

Consideration for Back-up Plan:

- If students are not understanding the material, I would first ask why they are confused or ask them what is making this difficult? After that, I would try to refine how I am approaching the lesson, and this may lead to me changing how I have the students look at their secondary sources. If they do not feel confident, then I will keep the students as a whole group where we can work together and maybe have them try one or two questions as small groups to see if they are feeling more confident.

Summative Assessment (linked back to objectives)

End of lesson:

- At the end of class, they will write 4 things they learned or found interesting
 - o I will ask them to focus on the content we learned as well as content related to primary and secondary sources
 - o similar to an exit slip/reflection assignment
- Their assignment they do with the secondary sources will also serve as a way for me to make sure they understand analyzing documents

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

- At the time of the test for the unit, I would include a primary and secondary source for students to analyze and answer a couple of questions. This would constitute as one section of the test. There might also be some questions about what makes a source primary or secondary. I would choose smaller sources or include short snippets from sources. I do not want them to spend too much time on it, but I would like them to demonstrate their knowledge of this skill.

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

- My peers thought my lesson plan linked back to my objectives
- Consider changing how I test them on this at the end of the unit
 - o Include a primary and secondary source for them to look at and answer questions about
- Explain what I will do if students below proficiency are not participating
 - o Add in how I would check up on them
- Have students use different colored markers to make sure that they are participating in the group discussion
 - o Use during group work

Lesson Plan Template

- My partner thought that my technology integration was good. They also thought it was a good idea to mix it up by using technology for their assignment and paper for their opening assignment and reflection at the end.

Secondary sources:

<http://memory.loc.gov/ammem/amlaw/ac001/lawpres.html>

<http://www.studythepast.com/his597/jeffersonbiography.htm>