

### Lesson Plan Template

<b>Grade:</b> 11	<b>Subject:</b> US History
<b>Materials:</b> Pencil, paper, copy of the text	<b>Technology Needed:</b> Computer, PowerPoint
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain:</p>
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• US.6_12.5 Analyze the significant contributions of people, policy, and the influence on an era.</li> <li>• US.6_12.1-6. E2.6 Explain the social, economic, and political effects of Reconstruction.</li> </ul>	<b>Differentiation</b> <p><b>Below Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Students below proficiency will struggle with the material. They will be provided with extra accommodations to help them understand the material better. They will also be paired with students who are above proficiency.</li> </ul> <p><b>Above Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Students above proficiency will excel with the material. These students will act as leaders in their groups and extend their knowledge past the lesson.</li> </ul> <p><b>Approaching/Emerging Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Students approaching proficiency will do well with the material. They will have the chance to act as leaders in their groups and provide help to others.</li> </ul> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>- Visual</li> <li>- Auditory</li> </ul>
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- At the end of the lesson, the student will be able to fill out a graphic organizer while reading a passage.</li> <li>- At the end of the lesson, the student will be able to answer the essential question by forming a conclusion based on evidence given in the passage.</li> </ul> <p><b>Bloom's Taxonomy Cognitive Level:</b></p> <ul style="list-style-type: none"> <li>- <u>Understand</u> <ul style="list-style-type: none"> <li>o Explain what inferences/drawing conclusions mean.</li> </ul> </li> <li>- <u>Apply</u> <ul style="list-style-type: none"> <li>o Apply personal experiences/knowledge to the text.</li> </ul> </li> <li>- <u>Analyze</u> <ul style="list-style-type: none"> <li>o Organize a graphic organizer to analyze the passage.</li> </ul> </li> <li>- <u>Evaluate</u> <ul style="list-style-type: none"> <li>o Answer the question and make a conclusion with the support of the passage.</li> </ul> </li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will be in groups of four. I will choose the group assignments for this lesson. At the beginning of the lesson, the class will be together. Once the students have read and filled out their graphic organizers, they will go into breakout rooms with their group members.</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- I will expect students to listen while I am speaking as well as when their classmates are speaking.</li> <li>- Students will be respectful when working in groups and participating in discussions</li> </ul>
<b>Minutes</b>	<b>Procedures</b>

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<b>1-2 hours</b>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Create a PowerPoint.</li> <li>- Find a text for students to read.</li> <li>- Create an essential question for the lesson.</li> <li>- Create separate documents for the graphic organizer and passage selection.             <ul style="list-style-type: none"> <li>o Each student will have their copy.</li> </ul> </li> <li>- Create groups.</li> </ul>
<b>5-10 minutes</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- I will give a brief review of what we have learned with reconstruction. I will also talk about the changes we have discussed which include industrialization, urbanization, and immigration. I will then introduce what we will be reading and discussing. This introduction will focus on Jacob Riis and the subject of tenements.</li> <li>- I will show students two pictures and ask them to imagine that they are living in a period of reconstruction. I will ask them to tell me what they notice about the pictures.</li> </ul>
<b>15-20 minutes</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- I will continue with my PowerPoint.</li> <li>- I will explain the strategy that we will be using for this lesson.             <ul style="list-style-type: none"> <li>o I read/I think/Therefore...                 <ul style="list-style-type: none"> <li>▪ Use prior knowledge/experiences.</li> <li>▪ Respond to text by making inferences/drawing conclusions.</li> </ul> </li> <li>o Graphic organizer</li> </ul> </li> <li>- I will show them the graphic organizer and explain the three portions of the organizer.             <ul style="list-style-type: none"> <li>o I read.</li> <li>o I think.</li> <li>o Therefore</li> </ul> </li> <li>- I will go over the steps that they will be going through during the lesson.             <ul style="list-style-type: none"> <li>o I will share the text we will be reading and provide the purpose for reading before they begin reading.</li> <li>o They will make their graphic organizer.</li> <li>o They will read the text while filling out the graphic organizer.</li> <li>o After reading, the students will get in their groups and discuss their organizers.</li> <li>o After discussing in small groups, the groups will come back and discuss as a whole class.</li> </ul> </li> <li>- After going over the steps I will give the students the purpose of reading</li> </ul>
<b>20-30 minutes</b>	<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></p> <ul style="list-style-type: none"> <li>- After the students have their question to keep in mind and steps for the assignment, they will begin reading and filling out their organizers.</li> <li>- They will have 10-15 minutes to read and fill out their organizer.             <ul style="list-style-type: none"> <li>o 4-6 points in the I read.</li> <li>o 4-6 points in the, I think.</li> <li>o 1-2 points (conclusions based on the question) in the therefore section.</li> </ul> </li> <li>- Once they are done reading, they will get in groups and discuss their graphic organizers.             <ul style="list-style-type: none"> <li>o Discuss their findings/conclusions.</li> <li>o Designate a person to share what they discussed with the whole class.</li> </ul> </li> <li>- Once they are done in groups the whole class will discuss to explore conclusions that were made             <ul style="list-style-type: none"> <li>o The designated member will share the thoughts of the groups.</li> <li>o We can discuss more in-depth about what they had in each section if time allows.</li> </ul> </li> </ul>

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<b>5 minutes</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"><li>- I will give students their homework assignment for the next class.</li><li>- If there is time leftover in class, students can begin their homework assignment.</li></ul>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> <ul style="list-style-type: none"><li>- I will ask if students have any questions after I go over what students should be doing.</li><li>- I will ask questions to make sure students understand certain terms that I bring up.</li></ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"><li>- If students are confused with the assignment, I will work through 1-2 paragraphs with the students to help them understand what they should be doing.</li></ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"><li>- Students will turn in their graphic organizers on Google Classroom and articles with their annotations.</li></ul> <b>If applicable- overall unit, chapter, concept, etc.:</b> <ul style="list-style-type: none"><li>- N/A</li></ul>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <ul style="list-style-type: none"><li>- I think that my lesson went well. The students understood the process that I wanted them to follow. It was easier this time to navigate the technology. I did get nervous at the beginning because of the recording, but once I started my lesson, I did not even notice it anymore. I made a mistake when I forgot to share the purpose of reading before they started reading, but I think I was able to remedy the situation effectively. Making that mistake helped me realize that this will happen and that I should just embrace it rather than let it get me down.</li></ul>	