

Lesson Plan Template

Grade: 12		Subject: Government	
Materials: Computer, partner to turn and talk with		Technology Needed: word, constitution	
Instructional Strategies: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) </div> <div style="width: 50%;"> <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling </div> </div>		Guided Practices and Concrete Application: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) </div> <div style="width: 50%;"> <ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic </div> </div> Explain:	
Standard(s) Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.		Differentiation Below Proficiency: Students will be given their own discretion to highlight words they do not understand to gain an understanding of what to cover while doing the next activity Above Proficiency: Students will be given their own discretion to highlight words they do not understand to gain an understanding of what to cover while doing the next activity Approaching/Emerging Proficiency: Individual test of knowledge over the constitution where everyone can freely put words which are confusing so they do not feel like they are not at the same level as other students during the activity Modalities/Learning Preferences:	
Objective(s) To use technology to better understand the constitution and what it meant to the colonies as they declared their independence Bloom's Taxonomy Cognitive Level: Analysis			
Classroom Management- (grouping(s), movement/transitions, etc.) Having students first highlight words for understanding then having them highlight in a different color the main ideas of the of the arguments against the king while declaring their break away. Then having the students rewrite the constitution in their own words so they can all better understand what the arguments against the king were instead of having it in old English		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will work quietly to complete the tasks then we will all group up to collectively share what the colonies wanted and why they wanted to break away from the British.	
Minutes	Procedures		
	Set-up/Prep: copy the constitution into a word document and place instructions		
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Bell ringer about current knowledge of the constitution. Driving question of what more the student would like to know.		
	Explain: (concepts, procedures, vocabulary, etc.) Have the students read through the constitution and pick 10 words in it they don't currently understand and highlight them. Have the students turn and talk about which words they highlighted and why they found the words challenging or why they did not understand the context they were used and asking if the other student had any insight to the word.		

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	<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>Students will independently work to share what they both know about the constitution and why we as a nation decided to separate our ties with Britain. They will collaborate to find the meaning of the words they highlighted and the context the words were used in after turning and talking to place the words into informal language we use today.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>In review we will all come together as a group to break down each section of the written separation from the British Empire and explore the overall decision as to why we felt as a nation we were ready to become an independent nation and establish our own central government.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will have students share the document they edit and highlight with me to check for understanding as well as to develop what things during this period in history I need to strongly focus on as we as a nation declared our independence</p> <p>Consideration for Back-up Plan: have the students make a poster of each argument against the king to better help students who are struggling to see a visual representation of these concerns from the growing colonies in America</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>At the end of the lesson students will have rewritten the constitution to better understand the underlying issues we had against the king and will have translated it into their own words which will share with me the needed areas of focus during the following chapter on the constitution as well as gathering our independence</p> <p>If applicable- overall unit, chapter, concept, etc.: Chapter 2 in government class as a senior</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Some students got more involved than others, meaning varying levels were around in the classroom. Maybe having the students group up so that they can all take different roles and make a poster using a court case where someones first amendment was wrongfully taken would work for classes that collaborate better.</p>	