

Lesson Plan Template

Grade: 8		Subject: History
Materials: Textbook, Plicker card		Technology Needed: iPad
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) Explain:
Standard(s) Explain how group and cultural influences shaped human society during the Civil War Era period		Differentiation Below Proficiency: Students will work with peers to establish a chapter tour Above Proficiency: Students will make connections about what chain events set the nation into war Approaching/Emerging Proficiency: Students will explain how the Civil War impacted the nation Modalities/Learning Preferences: visual, auditory
Objective(s) How did the Civil War impact the nation Bloom's Taxonomy Cognitive Level: Comprehension		
Classroom Management- (grouping(s), movement/transitions, etc.) Working in pods to each take a lesson in the chapter and share among others to obtain a chapter tour		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Minutes	Procedures	
	Set-up/Prep: Get chapter tour ready, have students grab clicker cards, cover bell work	
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Bell work - pg 449 "The Story Matters" How did Lincolns plans change once he got into office?	
	Explain: (concepts, procedures, vocabulary, etc.) pg 450 step into place - students will answer questions 1-3 and then discuss with a partner before sharing out	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will use plicker cards to answer vocabulary terms, then students will make a KWL chart creating two questions about the chapter.	
	Review (wrap up and transition to next activity): Students will share their section of the chapter tour and then take notes off of everyone else's section of the chapter tour	

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Formative Assessment: (linked to objectives)

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

Consideration for Back-up Plan:

Have students create their own chapter tour if off task or unengaged in collaboration

Summative Assessment (linked back to objectives)

End of lesson:
Plicker card trivia

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

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

Students enjoy the activity of using the Plicker Cards. This gives me an idea of who is engaged and following around with the section. This is also a good check for understanding in a way that shows me without having the students feel the need to not share out for fear of being wrong.