

Lesson Plan Template

Grade: 10th		Subject: History	
Materials: Internet, Word		Technology Needed: Internet, Word	
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"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic 	
Standard(s) 9-12.2.8 Analyze the struggle for equal opportunity.		Differentiation Below Proficiency: Identifying their heritage and finding an article about something they value and showing it in a different country outside their home nation Above Proficiency: Students will research their heritage and make connections/differences between the Irish and construct a chart showing how things have changed for both throughout history. Approaching/Emerging Proficiency: Students will fill out KWL and collaborate with a partner to better understand the holiday of ST. Patrick's day and why it means so much to the Irish people. Then looking into their own heritage and finding what holidays they might have Modalities/Learning Preferences: Seated, silent reading, collaboration	
Objective(s) Students will identify the history of St. Patrick's Day and then dive in their own heritage and struggles they faced when attempting to gain equality in the US. Bloom's Taxonomy Cognitive Level: Analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will group up after reading to then go over their KWL charts and then discuss their own heritage and similarities and differences between Irish and their own heritage.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep: Prepare article about <i>The History of St. Patrick's Day</i> https://newsela.com/read/lib-history-saint-patricks-day/id/25639/ and explain to them what the goal after reading the article is going to be for the day.		
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Open with my heritage, being Irish and how the Irish in America have faced many hard times prior to having these parades.		
	Explain: (concepts, procedures, vocabulary, etc.) Give them the article <i>The History of St. Patrick's Day</i> allow the students to read through quietly, closing the chromebook when done to signal they have finished and quietly begin thinking about their heritage and what kind of struggles or triumphs they have gone through in the past.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be tasked with writing notes over the article to check for their reading understanding level. This will be in the form of a KWL chart and then they will be using this to branch into their own heritage and being able to find some of triumph or struggle when coming to a new nation as a different heritage that might or might not have been accepted right away.		

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Review (wrap up and transition to next activity):

Comparing the Irish and St. Patrick's day to something in their own heritage and why it would be valued the same to their heritage as St. Patrick's day to the Irish.

Formative Assessment: (linked to objectives)

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

Students will write a half page on the article and then another half page on their own heritage and struggles they faced when getting acclimated to the US.

Consideration for Back-up Plan:

Short quiz after the reading if the class is off task or distracted while looking up their own heritage.

Summative Assessment (linked back to objectives)

End of lesson: Deeper understanding of how heritage is expressed in other nations and the difficulty of coming to a new nation being from a different heritage.

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?):

This gives students the chance to tell a piece of their story to give me a better understanding of who they are and where they come from. This also helps me as a teacher to see why they might have