

Lesson Plan Template

Grade: 8		Subject: History
Materials: Textbook, Article		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"> 🍏 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) Explain how group and cultural influences shaped human society during the Civil War Era period		Differentiation Below Proficiency: Students will work with peers to make a stand about whether or not slavery was right during the time period. Above Proficiency: Students will make connections about the articles they have read to then make connections to why or why not the south should have seceded Approaching/Emerging Proficiency: Students will explain if the south had the right to secede Modalities/Learning Preferences: visual, auditory
Objective(s) Students will make a stand for either the north or south Bloom's Taxonomy Cognitive Level: Analyze		
Classroom Management- (grouping(s), movement/transitions, etc.) standing at different sides of the room in order to give points from the article to support or disprove the idea of slavery		
		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will follow all classroom expectations previously set for the year, and acknowledge anyone who is speaking
Minutes	Procedures	
	Set-up/Prep: Set desks up, make copies of articles for students who forget their iPad, and project rules of engagement for the debate	
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Bell work - get out highlighted articles and prepare for the debate	
	Explain: (concepts, procedures, vocabulary, etc.) students will be graded on participation and on how well they are engaged in the debate on the Lincoln vs Douglas debates and then over Jefferson Davis' inaugural speech against how Lincoln felt about the slavery debate	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will debate the issue of slavery and whether or not the idea of secession was something the states had the ability to do	
	Review (wrap up and transition to next activity): Students will share their ideals based on the readings and then use real world context, before moving into another activity if participation isn't where it should be.	

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Formative Assessment: (linked to objectives)

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

Debate

Consideration for Back-up Plan:

Use end of section questions in case participation isn't where it should be, or if not everybody is getting involved

Summative Assessment (linked back to objectives)

End of lesson:

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 seemed to work better for some classes than others, so having a back up assignment might help persuade students to interact more than doing a different assignment in the textbook. Overall, students worked well and did find good quotes from the passages to use in the debate, but other students did not want to share out in the group. Next time maybe having groups to speak rather than asking each individual student may be more beneficial to those students who do not like public speaking.