

Lesson Plan Template

Grade: 9-12		Subject: History, social studies, government, civics	
Materials: three articles (The Lowdown, Washington Post, Vox.)		Technology Needed:	
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 	
Standard(s) <ul style="list-style-type: none"> • 9-12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies • 9-12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS) 		Differentiation <p>Below Proficiency: Group the students with a lower reading level together so I can work with them to explain the reading.</p> <p>Above Proficiency: Give them the option to read other relevant articles if they finish their work early.</p> <p>Approaching/Emerging Proficiency: Possibly pair some emerging students with below students to have them work together to understand the reading and the discussion questions.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • analytical, logical, linguistic 	
Objective(s) <p>Students will learn how voter turn out can influence election outcomes, consider the various standpoints on voting, and consider how to increase voter turn out in future elections.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Analyze/Evaluate</p>			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Group students into reading groups- group depending on their reading and comprehension ability. • Group students either by ability, or intentionally put the high flyers with the low flyers. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>Students will sit quietly when they enter and work on their entry work.</p>	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Write prompt on the board for students to begin thinking about, "List 2 to 3 reasons (more if you can) why an eligible voter (a citizen 18+) wouldn't vote in an election? What do you think we could do as a country to 		

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	<p style="text-align: center;">increase voter turnout?</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Students will come in and begin working on the prompt for the day. I will also have a list of vocabulary words we will be using for the day on the board.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>-Discuss the first half of the discussion question. Write the various answers on the board.</p> <p>-Discuss and explain (briefly) the vocabulary</p>
	<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>-As a class, individually, or in groups read the Lowdown post.</p> <ul style="list-style-type: none"> • Discussion questions (to be collected): • What percentage of young voters (18-29) voted for Trump/Clinton? • How did that change from the 2012 election? <p>-As a class, explore the Washington post poll charts and the international voter turnout chart.</p> <ul style="list-style-type: none"> • Analysis work for the students (to be collected) • Change the voter demographic information at the top at least three times. • Choose three other groups and record percentages for each candidate • What issue do Trump and Clinton voters most agree on? What do they most disagree on? <p>-International voter turnout</p> <ul style="list-style-type: none"> • Which three countries have the highest voter turnout? • Which countries rank directly above and below the United States?
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Discussion questions • What stood out on the graphs you explored? What surprised you? What did you expect? • Do you think increasing voter turnout would have changed the outcome of this election? Why or why not?

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	<ul style="list-style-type: none">• In some countries, voting is compulsory. Do you think America should do this or not?•
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Exploration questions the students will turn in at the end of class.</p> <p>Cups to be used when discussion the vocabulary.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>The discussion questions to be collected follow the objectives and direct the students to see how voting participation influences elections.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	