

Lesson Plan Template

Grade: 9-12		Subject: History	
Materials: Articles I-III of the Constitutions, various handouts for the activity.		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) 9-12.1.2 Interpret and evaluate documents (e.g. primary or secondary) to enhance the understanding of social studies content. 9-12.1.5 Apply social studies skills in real-life contexts 9-12.1.11 Analyze the major social issues and popular culture of the contemporary US.		Differentiation Below Proficiency: Print off the notes as a handout Above Proficiency: Take notes without handouts. Approaching/Emerging Proficiency: Print off the notes but leave blanks so they have to pay attention and catch the missing words. Modalities/Learning Preferences: linguistic, visual, kinesthetic, artistic.	
Objective(s) Students will define the three branches of government and explain how the different rolls of the three branches. Bloom's Taxonomy Cognitive Level: analyze/evaluate		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will sit quietly during the lecture for the day, and will work within their assigned groups.	
Classroom Management- (grouping(s), movement/transitions, etc.) Dividing students into groups of mixed ability to read and discuss the three articles of the constitution			
Minutes	Procedures		
	Set-up/Prep: make a powerpoint with the lecture notes, print off a couple fully filled out notes, and create a note-template with certain key words missing so the students have to listen to fill in the missing words. Print off the other handouts and copies of Articles I-III		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have a couple discussion questions on the board for students to answer		

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	<ul style="list-style-type: none"> • How many branches of government are there? • What are the names of the branches of government? • What do the different branches do?
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Discuss the different answers to the entry questions.</p> <p>Lecture on the different branches.</p> <p>Explain that the Constitution grants different powers, split students up into reading groups of mixed ability. Have them read through Articles I-III and fill out the worksheet about which branch has which power. Check the answers together as a class and discuss.</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>Simulation of the three branches.</p> <ul style="list-style-type: none"> • Split students up into three groups representing the three branches and pass out the worksheet. • Give each group 10 minutes to come up with their own scenario. Have each group come up and present their goal and scenario. • Give each group 15 minutes to brainstorm how they would use their power to stop the goal of the other two branches. Have each group come up and present how they would check the power of the other two branches.
	<p>Review (wrap up and transition to next activity):</p> <p>Conclude with a discussion of how the separation of powers creates check and balances makes it difficult for one branch to abuse its power.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Use the cups.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Five-paragraph essay.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Consideration for Back-up Plan:

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