

Lesson Plan Template

Grade: 9-12		Subject: History	
Materials: List of past presidential slogans		Technology Needed: projector, or laptops.	
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 (eg primary and secondary) to enhance the understanding of social studies content. 9-12.1.4 Use media (eg oral, written, websites, computer simulations, etc) to access, record, analyze and communicate information relating to social studies.		Differentiation Below Proficiency: Print out the notes and examples of buttons Above Proficiency: Take their own notes Approaching/Emerging Proficiency: Template notes Modalities/Learning Preferences:	
Objective(s) Students will: -Be able to identify successful elements of a campaign -Analyze past presidential campaign slogans and identify trends in successful or unsuccessful campaigns. Bloom's Taxonomy Cognitive Level: Evaluate/Analyze		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Classroom Management- (grouping(s), movement/transitions, etc.) Group students into either mixed ability groups or group by ability level.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep: Print off enough copies of the past presidential slogans, get the Scatter game on Quizlet ready to go.		
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) While students are coming in, have the gallery on PBS scrolling of the past presidential buttons.		

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	<p>Have two focus questions written on the board:</p> <ul style="list-style-type: none"> • What characteristics of these slogans make them more memorable than others? • How does a memorable campaign slogan influence an election?
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Discuss as a class the answers.</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>Pass out the list of past slogans, group the students.</p> <p>Have the students pick at least three (or each student could pick one slogan) slogans they haven't heard of before. Answer discussion questions to be collected:</p> <ul style="list-style-type: none"> • What characteristics of these slogans made them less memorable? • Do you tend to remember the slogans of winners or losers? Why? <p>Pick at least two slogans that allude to historical events.</p> <ul style="list-style-type: none"> • How and why does the allusion impact the effectiveness of the slogan?
	<p>Review (wrap up and transition to next activity):</p> <p>Play a Scatter game on Quizlet- match the slogan with the presidential candidate. Play more than once to get different slogans.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Use the cups and walk around, play the scatter game as a class to get a read on how students learned the information.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Turn in the discussion questions</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?):