

Lesson Plan Template

Grade: 9-12	Subject: History
Materials: student worksheets, colored pencils or markers	Technology Needed:
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) <p>Explain:</p> <ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic
Standard(s) 9-12.1.5 Apply social studies skills in real-life contexts	Differentiation Below Proficiency: Print off the powerpoint and bold important information Above Proficiency: Allow them to take notes on their own Approaching/Emerging Proficiency: Have fill in the blank notes available Modalities/Learning Preferences: Visual, linguistic, artistic.
Objective(s) Students will: Understand how campaigns impact an election, and how to analyze campaign strategies in future elections. Bloom's Taxonomy Cognitive Level: Create	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will sit quietly and work individually, unless directed otherwise. When assigned to groups, students will work with their assigned partner on the task at hand.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will work individually on this classroom assignment, although they may talk with each other to bounce ideas around.	
Minutes	Procedures
	Set-up/Prep: Print off student worksheets, gather art supplies. Prepare a powerpoint of "swag" from other elections as examples.
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Re-announce the winners and explain how the parties now must regroup and support their candidate through the final election. Pass out the worksheets. Students should group up in their parties to work together. Pull the winning candidate's posters back out to remind the students of the policies they are supporting.

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	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Ask students to fill out only the top portion and then put their hands up when finished. Discuss how media influences elections. Ask for examples of how political figures interact with the public using the media.</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>Have the students think of a tweet that would announce the campaign to their friends. Causal language and shorthand is encouraged!</p> <p>Pass out the art supplies and have students design their own swag.</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>Pass out the voting guides. Have the students fill out the voting guides to sum up their party values.</p>	
	<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Students raising their hands when they're done with a task</p> <p>Colored cups</p> <p> </p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>The completed assignments</p> <p> </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>	

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