

Lesson Plan Template

Grade:9-12		Subject: History	
Materials: index cards		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"> • 9-12.1.5 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: Write out a script to follow for students who aren't comfortable with public speaking</p> <p>Above Proficiency: Allow them to speak off the cuff and give impromptu speeches.</p> <p>Approaching/Emerging Proficiency: Give them a list of standards to strive for in the debate, such as speaking once or three times, so they have some structure to shoot for.</p> <p>Modalities/Learning Preferences: Linguistic, logical.</p>	
Objective(s) <p>Students will:</p> <p>Consider/discuss a variety of issues up for debate.</p> <p>List various people with a stake in the debate</p> <p>Play the role of one of the stakeholders in a debate of an issue of high interest</p> <p>Assess their own and their peers' performances in a debate</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Evaluate/Analyze</p>			
Classroom Management- (grouping(s), movement/transitions, etc.) <p>Students will be handed a notecard as they enter the room that will explain their role in the debate.</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>I expect the students to be respectful during the debate and to engage in the activity.</p>	
Minutes	Procedures		

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	<p>Set-up/Prep:</p> <p>Set up the fake scenario and prepare the role notecards. I'd also prep the scripts and standards for the differentiation.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Give students their cards as they come in the room, direct them to the correct side of the room or the specific seats. As the students start to fill in, introduce the script options.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Explain the debate topic and each role. Some students will be playing “stakeholders” so they will have backstories that pertain to the debate topic.</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>Once the students have their desired script and are clear on their roles the debate can begin.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Give the students some time at the end of the lesson to fill out a peer review form</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Colored cups and the scripts.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Peer review forms.</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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