

Lesson Plan Template

Grade: 9-12		Subject: world history	
Materials: 24 paper bags, 25 playing dice, white beans, pinto beans, black beans, travel logs, scull flags, tape.		Technology Needed: projector and phones (if no dice)	
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"> 🍎 Large group activity 🍎 Independent activity 🍎 Pairing/collaboration 🍎 Simulations/Scenarios 🍎 Other (list) 	
Peer teaching/collaboration/cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling		<ul style="list-style-type: none"> 🍎 Hands-on 🍎 Technology integration 🍎 Imitation/Repeat/Mimic 	
Standard(s) <ul style="list-style-type: none"> ○ 9–12.2.12 Analyze the ideas, events and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment ○ 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life context 		Differentiation Below Proficiency: Student did not understand instructions or application Above Proficiency: Student was able to write a postcard home accurately describing the experience of the Black Plague Approaching/Emerging Proficiency: Student asked a couple clarifying questions but was able to complete the activity Modalities/Learning Preferences: Visual Kinetic	
Objective(s) <ul style="list-style-type: none"> • The impact of the plague on the world population through a simulation <ul style="list-style-type: none"> ○ The speed at which the plague spread ○ The impact on the economy ○ How deadly the plague was 			
Bloom’s Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will complete the activity independently, but they will be moving around the classroom together.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Noise at a reasonable level, using phones (if necessary) only for dice rolling and not for Facebook-ing.	
Minutes	Procedures		
	Set-up/Prep: Count the beans accurately for each bag. Label the bags. Set up the bags around the classroom.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Class will begin with a brief lecture covering the basics of the plague <ul style="list-style-type: none"> ○ When it began and ended ○ Where it traveled to ○ How many people died ○ The economic impact 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Instructions will be on the last slide of the lecture slide show, I will also explain the instructions. If there is time maybe I’ll do an example round, as the instructions can be a little wordy. 		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life		

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	<p>experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Simulation Activity <ul style="list-style-type: none"> ○ There will 24 bags around the room to represent the 24 most traveled cities of Europe. In each bag there will be 200 beans. The students will be given Travel logs (see below) and will travel from “city” to “city”- from bag to bag. At each bag, the student will roll a dice to determine how many “nights” they will spend there. For each night they spend, the student will draw out one bean. For example, if they roll a three they will draw three beans. Each bag will have 200 beans; the white beans mean they are healthy and have not contracted the plague. The red beans mean they have contracted the plague, and the spotted ones mean they have contracted cholera. If a student contracts the plague, they will come to me and they will roll another dice. If they roll a 1,2, or 3, I’ll give them one more red bean to spread to the next city. If they roll a 4, 5, or 6, I will give them two red beans to spread to the next two cities. After the infected student travels to the next two cities, they will return to me and they will “die.” Unless they can roll doubles on my set of dice-in which case they are the rare case that survived the plague. When they die I will tape a scull to their shirt to indicate that they have died. This will give the students a visual of how many people died from the plague and how it spread.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Once students have either died or survived, have them read a primary source account of the Black Plague by Boccaccio.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Follow students around the room, check in every once in a while and make sure they’re following the travel log correctly. Students can also come up to me if they’ve “contracted the plague” <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • For homework students will write a postcard home to their families describing their travels. <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> <ul style="list-style-type: none"> • When I did this activity with my Practicum I class, the students seemed to really enjoy it. It was a nice break for them to get up and move around instead of sitting and listening to another lecture with notes. • I know this because I asked them for a quick evaluation at the end of the class • I would change the length. It went a little quick, and I’d like it to run longer. • I’d also add more black beans so more students would contract the Plague- they seemed to really enjoy when they died. 	