

Lesson Plan Template

Grade: 8th Grade		Subject: World History
Materials: Computers, Paper, Color Pencils/Pens		Technology Needed: Computer
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)
Standard(s) WH.6_12.1 Analyze historical achievements related to science and technology. (North Dakota Social Studies Content Standards, 2019, p. 34)		Differentiation Below Proficiency: Student is does not correctly tie their historical achievement to present day. A small amount of work is put into their presentation. Above Proficiency: Students are able to connect their historical achievement to present day and other past events. Their project is well put together, time and effort is clear. It is easily understandable, and correctly relates to the topic Approaching/Emerging Proficiency: Student ties their historical achievement to present day and correctly represents it. Their project shows effort and understanding of their concept. Modalities/Learning Preferences: Any of the MI can be used, this lesson highlights bodily-kinesthetic, linguistic, musical, and natural intelligence.
Objective(s) I can explain and understand achievements of civilizations, to build upon that knowledge I can also connect them to present day and see how it has impacted our world. Bloom's Taxonomy Cognitive Level: Students will be expected to analyze a particular achievement from our worlds past. Once understanding how it came about and is currently affecting us today, they will be asked to create a presentation regarding it.		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will stay in their seats while I give them directions on the lesson that they will be working on for the next 2 class times. I will show the students examples of past students work, or ideas of what they can do. After that I will direct students to research achievements from past civilizations on their own at their desks. Once they find something they would like to do, the student can approach me and tell me what they would like to do, once given the okay the student may begin their project independently. I will be walking throughout the classroom during the period to assist and clarify anything the students need.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to work quietly and independently on their project. They should be respectful of their neighbors and not encroach on their space when creating the project. Students are to clean up after themselves at the end of the class period, leaving the classroom the way they found it. If students have questions they can ask the teacher or research it themselves.
Minutes	Procedures	
10	Set-up/Prep: Have a slideshow created, and directions of the assignment printed out for the students, make sure to have examples of projects that students have done in the past or ideas of projects that the students can do. Make possible materials accessible to the students (markers, paper, color pencils)	
5	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Start the class by showing students particular achievements, without telling them how they are all connected. See if the students can see how they connect to one another in broad terms (achievements). If students can connect them or not explain how they all have similarities to affecting the way we currently live our lives. Ask students if they have any other possible examples of achievements now having a bit more understanding of the idea. Allow for a short class discussion regarding historical achievements.	
10	Explain: (concepts, procedures, vocabulary, etc.) Use the PowerPoint created to assist the explaining of the assignment and define what is a historical achievement. Students will be allowed to research worldwide historical achievements, and asked to choose one that interests them. Students will create a project to explain their historical achievement (a speech, diorama, poster, artistic piece, 3D model, movie, commercial, etc...) Before beginning their independent work, students must get it approved by myself, by explaining what they have chosen, why it is important to them, and what they intend to do. Ask students if there are any questions, and answer them thoroughly.	

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35	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will begin their independent project and work on it for one more class period. I will monitor students progress and assist them as needed and is appropriate. While I walk around I will ask students to explain to me how their historical achievement is relevant today. If students feel their project needs more time after the given time they can bring it home, but are expected to bring it in the following day to present.</p>
5	<p>Review (wrap up and transition to next activity): Students are to clean up their workspace at the end of each class period, and fill out a exit slip of what they have accomplished today, and what they still need to work on.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will be walking throughout the classroom each day checking in on students and their projects to make sure they are on track. At the end of each day students are also asked to fill out an exit slip that asks what they accomplished that day, what they need to work on, and any issues that they see arising and if so what they can do to combat that.</p> <p>Consideration for Back-up Plan: Students could choose learning centers to understand and learn about the multiple types of historical achievements. They would then be asked to explain the information that they learned back to me anyway they think would be most beneficial to making someone understand it the best.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will be broken up into two groups, one group will present one day and the other the next day. Students will be set up in an art gallery type of presentation. Students will mingle and walk about reviewing their other students projects. Each student presenting will be asked to explain their project and how it relates to our lives today. I will be grading the students projects during this times, along with their explanation. Further review of their projects will happen on my part outside of their class time.</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?): In regards to accommodations for this particular lesson if students need to work alone in a quite room that will be offered to certain students, if greater understanding/research is needed, I the teacher, will give those particular students a handout going more in depth, this paper will also suggest project ideas that those students can create. Beal and Bolick, 2013, state, “ensure that alternatives in instructional strategies are available”(p. 168). With accommodations such as those the content being taught is changed slightly, be the objectives are not changing. To enrich the lesson students can choose another historical achievement that relates to theirs/connects and tie it in. Students do not have to make two diorama’s, but when explaining students need to show clearly portray their added research and understanding of the added information. If done, students can receive bonus points towards their grade. Modifications for students who are below proficiency may be offered the option of more time, or receive a different grading scale tailored to them. By doing such these students still receive a fair education, but their needs are taken into account. Students who are above proficiency and may be categorized as gifted could be allowed to do more in depth research in regards to historical achievement in a topic that meets their interests. They could also brainstorm what would have had happened if their achievement was reached. Where would the world possibly lie now? Beal and Bolick, 2013, mentioned how students who participate in accelerated learning often benefit positively academically with the adaptation to their learning (p. 184). Ensuring that the gifted students have the ability to grow and further their education at their rate is important, if I do not assist them in that way, I am partially not doing my job.</p>	

Reference

- Baelsler, Kristen. (2019) North Dakota Social Studies Content Standards. North Dakota Department of Public Instruction. Bismarck, North Dakota.
- Beal, C., & Bolick, C. M. (2013). Teaching Social Studies in Middle and Secondary Schools. Boston: Pearson Central Pub. Dept