

<p>Grade: 10th</p>	<p>Subject: US History</p>
<p>Materials: Copies of LBJ’s Great Society Speech, Major Great Society Programs, Pro/Con documents, and Graphic Organizer</p>	<p>Technology Needed: Chromebook</p>
<p>Instructional Strategies:</p> <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 	<p>Guided Practices and Concrete Application:</p> <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
<p>Standard(s) US.6_12.5 -Analyze the significant contributions of people, policy, and the influence on an era.</p>	<p>Differentiation</p> <p>Below Proficiency: Students miss the general idea of the “Great Society” speech, and have one idea of programs that he would support. Students research their two programs, and find reasons to deem it successful, but may not fully connect truly to that idea. And for the PRO/CON chart students are able to get a few of the main ideas, and add in addition information that isn’t truly needed.</p> <p>Above Proficiency: Students understand the general idea of the “Great Society” speech, and have three to four idea of programs that he would support. Students research their two programs, and find reasons that is was successful, using current events to connect it, and have slight research into why its successful over the other one. And for the PRO/CON chart students are able to get all the main ideas, and have strong arguments.</p> <p>Approaching/Emerging Proficiency: Students are able to pull out the general idea of the “Great Society” speech, and have one or two ideas of programs that he would support. Students do good research on their two programs, and have a good reason to find one more successful. And for the PRO/CON chart students are able to get most of the main ideas, they either miss one or two, or add in addition information that isn’t truly needed.</p> <p>Modalities/Learning Preferences: Students who would prefer to type can ask me for an online version, or students who need additional help ca receive it from myself or the aides that are in the classroom, if any are at the time.</p>
<p>Objective(s) TLW be able to understand how the Great Society offered individuals support to have them be at equal levels from others. TLW be able to explain and know the main laws passed by the Johnson Administration and how they may still be in effect today. TLW be able to comprehend why some individuals are for or against the Great Society’s programs and formulate early ideas of their feelings towards it. Bloom’s Taxonomy Cognitive Level: Once students gather information on the Great Society and President Johnson, they will determine which programs they find to be more successful and how they would measure it. The last step will be defending which author they found to be more convincing and expelling how they came to such a conclusion.</p>	

<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students desks will be placed into groups prior to entering class, through a random generator groups will be chosen. Students will be in the groups the entire classtime</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should follow the same classroom expectations that Ms. Rinas has established. I will use proximity to help students stay on-task if needed. If questions arise student should raise their hands and wait to be called on.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>5</p>	<p>Set-up/Prep: Print out copies, create slideshow, and put desks in grouping</p>
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Do the currents events with students, offer bonus points if they share, then ask students how many of them have heard of the great society or know anything about LBJ? Thinking about what they know about the New Deal, and now knowing that it is similar in certain aspects, what would imagine the Great Society is about/provides?</p>
<p>10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) Students will be given a hand out packet, having the LBJ’s Great Society Speech, Major Great Society Programs, Pro/Con documents, and Graphic Organizer. As each assignment will be given directions as we go along, slideshow has the questions that each section pose and want students to think about. Speech- -Students will underline important parts, include the three desired locations of the Great Society -Circle questions or confusion -Highlight or block-in influential parts of the speech, move to action Programs- -Research both of the two assigned to the group for 5-10 minutes to answer question 2 on the slideshow with their group Organizer- - Do the source section first, look only at the top and bottom section and infer for this section; don’t read the article - Do the rest of the organizer as a group and we will share, bottom section will be the exit ticket- one their own from what they have learned from today</p>
<p>30</p>	<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 follow the directions from each of the sections and work with their group members to complete each sections, each section will be given one at a time and then afterwards discussed as a class.</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): I will ask students to do the bottom section of the PRO/CON chart on their own, Which author did you find more convincing and why?, as an exit ticket and have them set them on a desk as they leave. I will ask students if there are any remaining questions and answer them.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Throughout the class period I will be checking in with students, walking around to monitor their group work, and ask the students questions regarding the section they’re working on to ensure their understanding. Consideration for Back-up Plan: Students watch a clip on the Great Society and listen to the speech independently, they complete the work independently and then come together as a group once finished to discuss answers</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will hand in the PRO/CON chart paper with their exit slip and get a completion grade, sharing as a class through each section will also help me see if the students are grasping the material, and understanding the broad concepts of the Great Society. If applicable- overall unit, chapter, concept, etc.: Students will have an end of the unit chapter test given by Ms. Rinas</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):