

Lesson Plan Template

Date: _____

University of Mary Lesson Plan Template

Grade: 5th	Subject: Social Studies
Materials: social studies textbook, social studies journal, pencil, student handout	Technology Needed: Image, online textbook
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period.	Universal Design for Learning Below Proficiency: For the students who are below proficient, I will place them with a partner for their handout they are doing. Then, I will want them to talk to their pod and if they did not finish or were not sure what to put on their handout, then they can ask somebody for help and write what they had down in their own words. Therefore, they will have something written. I will also be checking on them more often when I am walking around to make sure they are staying on task and understanding the material and what the questions are asking.
Objective At the end of the lesson, the students will describe how enslaved Africans actually responded to life in North America by filling out the section of notes for their social studies journal and a summary.	Above Proficiency: For the students who are above proficient, I will place them with someone who is below proficient. I will also want these students to help their pod members if they did not get an answer correct or were unsure of what the answer was. I will want these students to lead the group discussion with their pod members as well.
Bloom's Taxonomy Cognitive Level: analysis	Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For the students who are visual learners, we are going to be looking at a picture of what life looked like for an enslaved African in the colonies. The students will point out what they see as something important. We also will be looking at other pictures that are in their text. • Auditory: For the students who are auditory learners, we will be reading the text out loud and will be working with their partners for the worksheet. Therefore, the students will be able to discuss what they are thinking. • Kinesthetic: For the kinesthetic learners, the students will be coming up to the front of the room to do magic picture at the beginning of the lesson. Then, they will be able to sit around the classroom with their partner when they are reading the sections and working on the handout. • Tactile: For the tactile learners, we will be doing magic picture that will highlight what the students are

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	<ul style="list-style-type: none"> wanting to show to the other students. We also will be moving around the classroom and picking a spot to sit at. Therefore, the students can either sit on the floor, in the comfy chairs, or in their desk.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> The students will be sitting in their desks for most of the lesson They will be able to move around the room to work on their assignment The students will need to gather their materials quickly and quietly The students will be talking to their turn and talk partners throughout the lesson in a level 2 voice The students will be answer questions throughout the lesson The students will be working with white boards, markers, and erasers to practice The students will be turning in a worksheet and exit slip at the end of the lesson The students will be taking turns writing the correct answer on the board when we are practicing The students will each do their own worksheet but can work together to do it 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> The students are expected to participate when asked too, such as turn and talks, peer sharing, and answering the questions asked The students are expected to sit at their desks The students are expected to share the marker with another student who has their hand in the air The students are expected to ask questions if they are confused The students are expected to lower their voices and turn them off when I say give me five The students are expected to listen to the teacher when she is talking The students are expected to listen to their turn and talk partners and the other students when answer questions respectfully The students are expected to work with their partners respectfully and stay focused together
<p>Minutes</p>	<p style="text-align: center;">Procedures</p>
<p>5 Minutes</p>	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> Project the image that shows slaves in a cotton field before class Put the worksheets for the student’s journals at the back table Hand out social studies books for the groups
<p>10 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> I will tell the students that for the past two days, we have been learning about the slave’s journey from West Africa through the Middle Passage to the southern colonies in North America. Therefore, today we are going to learn more about how a slave lived in America. I will project Transparency 8D: Slaves in a Cotton Field image. I will tell the students that I would like them to look at this picture and find something that points out to you. While the students are looking at this image, I will be asking them to think about: <ul style="list-style-type: none"> What do they see? What are these people doing? Who do you think they are? Who might the man on the horse be? I will tell the students that I would like them to share two things that they see in this picture with their turn and talk partner. I will call the students back together by saying in 10, 9, 8 1, give me five. Then, I will tell the students that we are going to do magic picture. I will hand them a whiteboard and will call on a number from the cup to come up first and point something out that piqued their interest. The students will place the whiteboard over the image to highlight what they are trying to show the class. Once one student is done, depending if it is a boy or girl, I will say that I would like them to hand it to the opposite gender whose hand is raised.

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	<ul style="list-style-type: none"> I will let the students keep coming up until they point out all of the important parts of the pictures or until they answer the questions through answering it when they are showing something in the picture.
<p style="text-align: center;">15 minutes</p>	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> I will move the students into talking about what they are going to do for their activity today. We are going to be talking about what living as a slave in the colonies. Today for the handout, we are going to be answering: <ul style="list-style-type: none"> What were two ways in which enslaved Africans were sold? What happened to slaves during their first year in America? Then list at least 3 ways in which slaves reacted to their new lives. I will tell the students that they are going to be working with a partner, very similar to what they did the past two days. They are going to be reading section 7 and in their textbooks. I will tell the students that they can either take turn reading or can read in their heads, whichever they decide in their group. I will tell the students that today, we are only going to have 15 minutes to read the sections and do the questions. Then, we are going to come back together in our pods and will have a whole group class discussion. I will tell the students that I would like them to work with their Golden Gate Bridge Social Studies partner. Once they locate their partner, one person will go get a social studies book and then one will come up to me to get two pieces of paper for their journals. I will tell the students to glue the paper in their journal and then we really need to stay focused. The students will be reading together with a social studies partner that I choose section 8.8 in their student edition textbooks. They will then identify some of the choices enslaved West Africans made. They will work through this handout together with their partner after reading the two sections. I will call the students back together with 10 minutes left to do a whole group discussion. Throughout the students work time, I will be telling them that they only have five minutes left and then I will tell them that they have one more minute so I would like them to finish up their last thought and then head back to their desk.
<p style="text-align: center;">10 minutes</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> Once all of the students are back to their desks, I will tell them that we are going to work in our pods that we are seated in right now. The students will in 10 seconds decide would like to be the presenter for their group. I will tell in your pod, you are going to be talking with your group about what each person put for the question we are on and then when I call you back, I will call on one group and that presenter in that group will tell us what they talked about in their group. I will ask if this makes sense to the students or if they have any questions? I will remind the students that when we are listening to another student present, we need to be quiet and give all of our attention to that person. Then, I will tell the students that I would like them to focus on the first question and talk to their groups. I will remind the students that while they are talking in their groups that we need to keep their voices at a level 1. I will call on one group to present. Then, I will ask if any other groups talked about something similar. Then, I will tell the students to turn and talk to their pods about question two. I will call the students back together and ask on a different pod to present what they talked about. Then, I will ask if one more pod would be able to share with us. Then, we will move on to question 3. I will tell the students to turn and talk to their pods while keeping a level 1 voice. I will then ask for one group to present what they talked about and then will call on the last group. I want all of the pods to be able to present at least one part of a question that their group talked about.
<p style="text-align: center;">2 minutes</p>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> I will tell the students that over the past three days we learned about how African Americans started in West Africa and then were transported on a boat across the Atlantic Ocean and then lived in America on colonies doing what we just learned today. I will tell the students that I would like them to turn and talk to their partners about something that you learned over the past three days.

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	<ul style="list-style-type: none">• Then, I will tell them that I would like the students to take a piece of paper that is in the front of the classroom and write a 50-100-word summary about what they learned over the past three days. I want them to think about the pictures we looked at, the text we read, and the notes we took.• Then, I will tell the students that I would like them to take all of their stuff back to their desk and put back their social studies book. Then, we will get ready for science.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• I will be allowing the students to turn and talk to their partners.• I will be doing a whole group discussion about how life would be like as a slave. I will ask the groups to first talk to their neighbors and then we will share.• The students will be filling out their handouts that will be placed in their social studies journal.	<p>Summative Assessment (linked back to standard, END of learning)</p> <ul style="list-style-type: none">• The students will be writing a 50-100-word summary about what they learned about an enslaved Africans journey to America and their life once they were here.
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	