

Lesson Plan Template

Lesson Segment Focus: **Founding Documents** _____ Lesson 1 of 3 _____

Course & topic addressed Declaration of Independence, Bill of Rights, U.S. Constitution _____ Date 4-8-19 _____
 Grade **3**

Student Outcomes

| | |
|---|---|
| Specific learning objectives for this lesson. | Students will learn what a founding document means. Students will understand the purposes of Declaration of Independence, U.S. Constitution, and the Bill of Rights. Students will construct an understanding of why founding documents are relevant to them. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | This will be the first lesson in the unit, but students will understand the background for why the United States wanted to become a country. |
| Knowledge of students background (personal, cultural, or community assets) | Some students may not be from the United States and have never heard of any of these documents. Most students will have heard of the Declaration of Independence from the Fourth of July. |

State Academic Content Standards

| | |
|--|---|
| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | C.1.4.1 Explain the purpose of the founding documents including the Declaration of Independence, U.S. Constitution, and the Bill of Rights D2.Civ.3.3-5 |
|--|---|

Academic Language Support

| | |
|--|---|
| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development? | EBook, copies of the documents enlarged so the students can see it. Will write vocab on board and have students use context clues to write. |
|--|---|

Key Vocabulary

| | |
|---|---|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Grievances, rights, founding documents, legislative, executive, judicial |
|---|---|

Materials

| | |
|---|--|
| Materials needed by teacher for this lesson. | Enlarged documents, whiteboard, marker, e book |
| Materials needed by students for this lesson. | Ebook, vocab journal, and worksheet, highlighter |

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
|----------------|--------------------------------|--|
| 10 minutes | <u>Introduction:</u> | Students will discuss what has led up to the separation of England and colonies. Students will then be asked if they know what a document is. Teacher will clarify that a document is a written/ typed form that holds information. |
| 30 minutes | <u>Instruction:</u> | Teacher will show the kids the three different documents and begin explaining that they are founding documents. I will then ask students to use context clues as to what a founding document is. If needed, I will help guide the students towards the answer of founding documents are documents that recorded the beginning of an event, in this case the beginning of the United States. I will then explain what the Declaration of Independence is and how the Founding Fathers gathered together to make a list of grievances against Britain and decided it was time to be independent. I will then explain next came the Constitution which set up our legislation and the different branches. Next we will discuss Bill of Rights and what an amendment is. Teacher will pass out ebooks to students for each student to have a personal copy. We will read together as a class the ebook. Students will then do the worksheet. |

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
|----------------|--------------------------------|--|
| 5 minutes | Closure: | Students will then complete an exit slip about why they think it is important to know about the documents.. |

Accommodations/Modifications

| | |
|--|---|
| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | . |
|--|---|

Differentiation:

| | |
|--|--|
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | |
|--|--|

Assessments: Formative and/or Summative

| | | |
|---|---|--|
| Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed). | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

| | |
|--|--|
| Identify theories or research that supports the approach you used. | |
|--|--|

Lesson Reflection/Evaluation

| | |
|---|---------------------------------------|
| What went well? What changes should be made? How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>