

Lesson Plan

Learning Segment Focus: 8th Grade History

Lesson 2 of 2 Topic: Laws of Slavery Date: 5/2/2021 Grade: 8th grade

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to address the different laws before and after the Civil War regarding Slavery. They will be able to list the President, what the law/amendment is and the main ideas around it, and identify the year it was established.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Since they are learning about the Civil War it is important for them to understand laws concerning slavery during that time. We would have already gone through the Chapter, or topic, and discussed these laws, so having them read a book about it and discussing in groups shall help the students create a more understanding over this topic.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Since we have a bunch of students with diverse backgrounds, this lesson will help anyone. After reading the chapter we will be reading the book "B is for Batty Cry". This introduces not only laws/amendments, but what happened during the Civil War as well. They will then create their own graphic organizers and we will make one as a group using inspiration. This uses independent practice, small group instruction, and whole group instruction.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>Era4.1.8.5 – Evaluate actual and proposed laws as a means of addressing the issue of slavery prior to the Civil War.</p> <p>Era4.1.8.6 – Evaluate the historical significance of individuals, groups, and events.</p>
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Fugitive Slave Act, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850, Thirteenth Amendment, slavery, and Civil War.
---	---

Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>The students will be able to address the different law/amendments by having small and whole group instruction. We will go through the Chapter, read a book, discuss in small groups, and have a whole group discussion over this topic. Being able to list the different aspects concerning the laws/amendments is important as well, so having a lot of discussion over these topics will help reinforce their understanding. Going through the chapter is their first time seeing this specific topic, so reading a book about it reinforces what we just read. It will be the same content and the same vocabulary, but in a more relaxed setting. If the students didn't fully understand the chapter, then this is able to break down those concepts even more for the students who are struggling. Using small group instruction helps the students, whether they need it or not, to learn the material even more. I can put students who are struggling with the student who are not because sometimes students can learn more from their peers. Then whole group instruction using inspiration is just an activity to get the students focused, but it goes through the material a fourth time for students who need to see or hear the material multiple times.</p>
---	---

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, paper, pencil, the book, markers, colored pencils, easel pad paper
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper, pencil, markers or colored pencils, and easel pad paper.

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Go over the laws • Give out the materials • Discuss the activity 	<p>We have been going through chapter involving slavery and the Civil War. The students have read the book “B is for Battle Cry” along with reading the chapter. They already know the different kinds of laws/amendments made before and after slavery, so they are to complete an activity. We will discuss the laws again together, and what the activity is. The students will get into groups and pick a law/amendment. They are to discuss the main ideas involved in that law/amendment, the President during that time, and the year. Once they have done that we will get together as a group and complete the full graphic organizer.</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Pick a law • Create graphic organizer 	<p>“Today we will be closing on the topic of slavery, and by doing this will be creating a graphic organizer. You can use the book that we have already discussed. I will put you into groups of 3-4 and you will pick a law/amendment. You will have to write down the main ideas for what you chose, the President during that time, and the year. You can include anything else if you think you need to.” The students will get into their groups and start discussing what they chose. Once they are done discussing they will need to create their own graphic organizer. “Create a small graphic organizer using the information you have found.” The students will only need 30 minutes for this.</p>
25 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Go over each group graphic organizer • Create whole group organizer 	<p>The students will present their graphic organizer to the class, and after they are done I will put the information in a graphic organizer using Inspiration. I will ask them where they got their information. They need to tell me the book, chapter, or anything else. After each group is done presenting I will present the entire activity on the board and print it out for each student, so they can have it to study.</p>

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	
--	--

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>For remediation and intervention, having the students go over the material many times helps those who are not able to understand the material quickly. For IEP/504 the students can read the material, discuss it with others, and discuss as a group. They can do their own part in the small group discussion instead of discussing the entire time. For LEP/ESL students, I can video the activity or since I am printing off what was discussed they can use that to study.</p>
--	--

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I discussed with the students what the material was, and the activity so they were able to hear and see the material. They were able to hear and see the instructions. They did small group instruction which means I can help them even more if they do need it or one of their peers can help. If that does not work, then having the whole group instruction will work since we are discussing as a group over what we have learned.</p>
---	--

Assessments: Formative and/or Summative

<p>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).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Discussing the material by asking them questions is one formative assessment. This will let me know if they can do the activity on their own or if they need more help.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Small group instruction is another formative assessment. I can go around to each group and observe what they are doing and if they are struggling.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The summative assessment is by having each group present their graphic organizer. This will let me know if they understand their material.</p>

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your</p>	<p>Piaget’s Theory: Once the students have learned and mastered the material, then I had them use what they know into a real-life project. They made graphic organizers to understand what slaves had to go through.</p>
---	--

choices using principles of the connected theories and/or research.	
--	--

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>