

Lesson Plan

Learning Segment Focus: Black History Milestones Lesson: 1 of 1

Course & topic addressed: Social Studies, Black History Date: 11/30/2020 Grade: 4

Student Outcomes

Specific learning objectives for this lesson.	Students will further their knowledge about the black history milestones in the United States.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The teacher would connect this lesson to a previous social studies lesson about black history milestones explaining what each are.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The teacher would need to make sure that talking about this topic would not negatively affect any student in the classroom. The teacher also needs to make sure that the class is positively learning about the culture of the African Americans.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Timelines Relationships Black History Milestones Culture
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Academic Language Support

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? 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) ?	Teaching the students specific vocabulary like relationships, milestones, and culture will allow students to better understand the history as a whole.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer Social Studies Book Padlet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer Social Studies Book

	Padlet SmartBoard
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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)
5-10 minutes	<u>Introduction:</u>	I will spend this time having the students go get their computers a few at a time. I will then put up a list on the board of all of the topics I would like them to put on their timeline.
20-25 minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. I will make sure the students are all logged onto their computers and logged onto padlet. 2. The students will click on “Make a Padlet” and then click on “Timeline” 3. Students will then create their timeline of the milestones that the teacher has listed on the board. Those are all included, but if the student decides to add more, they can get bonus points. 4. I will be walking around to observe and supervise while on the computers. I will answer any questions they have about using the technology and I will make sure they are staying on track.
10 minutes	<u>Closure:</u>	<p>At this time I will have the students split into groups for them to discuss where they put each topic on the timeline.</p> <p>-After discussing, students will put their computers back and plug them in.</p> <p>-Teacher will ask the students what they liked/disliked about this project.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i></p>	<p>Small groups or partners can be put together for students who have any trouble or specific needs. The teacher will also be walking around the classroom for any extra instruction.</p>
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(All students who have plans mandated by federal and state law.)	
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Differentiation

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.)	The lesson is an engaging way to let the students see when each of the previous black history milestones occurred.
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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 /XXX Summative	We will have a class discussion to make sure the students remember information they have previously learned.
	XXX Formative / <input type="checkbox"/> Summative	I will grade the timeline they created to make sure they put the milestones in the correct order.
	<input type="checkbox"/> Formative /XXX Summative	The students will work together to share and communicate with each other what they have created.

Research/Theory

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 choices using principles of the connected theories and/or research.	
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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>
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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&q=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>;
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