**Name: Kayla Ward**

**Lesson Plan Template**

**Lesson Segment Focus: Causes and Ideas leading to the American Revolution Lesson \_\_\_\_\_\_2\_\_\_\_\_\_of\_\_\_2\_\_\_\_\_\_\_**

**Course & topic addressed: Social Studies/American Revolution Date\_\_\_\_10/19/18\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_5\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | The objectives for this lesson are that students will be put into groups and each group will make a slideshow about a cause or idea that’s given to them and they will present it to the class.  |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We had a class reading and discussion the day before over the American Revolution and I had the students do a small worksheet yesterday over the causes and ideas so the students should have some idea of the topics.  |
| Knowledge of students background (personal, cultural, or community assets) | Students may know a little about taxation from their parents but I’m not quite too sure if they would know anything else through their background.  |

**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.  | “H.12.5.9 Analyze causes and ideas leading to the American Revolution” –Arkansas State Standards |

**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? | -I want the students to learn these on their own. I will help guide them to right spot in their textbook or online but I don’t specifically want to tell them. -Students will be placed in groups assigned by me, so nobody is left out. I’m hoping being in groups will help the students at different levels so the other students can help them out and understand.  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | -American Revolution, French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty. |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | The materials need for the teacher will only be a piece of paper with each member of groups and their topic. |
| Materials needed by students for **this lesson**. | -Computer, Google Slides, Textbook, Online sources.  |

**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.**  |
| --- | --- | --- |
| 3 minutes | **Introduction**:  | * I will remind the students about the American Revolution and the causes and ideas we talked about.
 |
| 50 minutes  | Instruction: | * After we discuss, I’m going to tell them what they will be doing. “Each student will be placed in a group assigned by me. Each group will then be assigned a cause/idea to make a slideshow and present it to the class. I will only allow 50 minutes so I’m not expecting a huge presentation, just a few facts about it. Each presentation should only take maybe 3-5 minutes, but I will need everyone in the group to speak at least once.”
 |
| 25 minutes | **Closure:**  | * Each group will present their slide show for no more than 5 minutes. This gives them enough time to give us a few facts and to get every group done in time so we can move on to the next lesson.
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**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | * Some students may need help with creating the slide show or even understand, so I want to place these students with students who can help them and explain and even encourage them.
* If students aren’t able to stand up, such as using a walker, to present, I will allow that group to sit at their desk and present the slide show from there so the student who can’t stand up doesn’t feel left out. If student is in a wheelchair, we can help them to the front if they need.
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**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **-The slideshow is my way of making sure students understand the content. They are actually “teaching” to the class and students learn more when they are teaching and not just listening.**  |

**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).  | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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

**Lesson Reflection/Evaluation**

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

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>