

## Lesson Plan

**Lesson Segment Focus: Declaration of Independence-Review Game**

**Lesson 2 of 2**

**Course & topic addressed Social Studies; Declaration of Independence**

**Date 11/15/19**

**Grade 5**

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to recall historical facts, dates, and people surrounding the establishment of independence of American colonies and how the Declaration of Independence affected our nation.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previous knowledge of the history of the Declaration of Independence and how it came about.
Knowledge of students' background (personal, cultural, or community assets)	Students will have previous knowledge from life experience, television, and the eBook about how it is important to U.S. History.

### 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.	<b>C.1.5.1: Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution)</b>
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### 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 will review certain terms involved with the lesson to help students comprehend their learning.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Taxation, liberty, impose, implement</b>
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## Materials

Materials needed by teacher for this lesson.	Computer, SmartBoard, PowerPoint Interactive Game (Are You Smarter Than Your 5 <sup>th</sup> Grade Teacher?) created previously, flash-drive.
Materials needed by students for this lesson.	Notebook/paper, pen/pencil

## 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.
5 min	<b><u>Introduction:</u></b>	TTW remind students that they are going to play a game to help them with the lesson content learned on the previous day. TTW have the PowerPoint ready, but won't start it yet.
30 minutes	<b><u>Instruction:</u></b>	<ul style="list-style-type: none"> <li>• TTW divide the class into two teams and have them move their desks to divide the two. The teacher will label them the RED team and the BLUE team.</li> <li>• TTW ask students who has ever watched the show "Are You Smarter Than a 5<sup>th</sup> Grader?"</li> <li>• TTW explain that the rules are somewhat similar.</li> <li>• TTW explain that the RED team will start first, and when they get a question wrong then the BLUE team will go.</li> <li>• The goal is to be smarter than your teacher!</li> <li>• TTW start the game and let the RED team pick their first question.</li> <li>• The game will continue until they answer all the questions.</li> <li>• TTW end the game and thank the students for participating.</li> <li>• TTW instruct students to return to their seats and move their desks back to their original places.</li> <li>• TTW ask if the game was fun and if they feel like they know the material better.</li> </ul>
5 min	<b><u>Closure:</u></b>	TTW inform students that they will have a quiz for a grade over this information tomorrow (or next class). TTW remind students to look over their notes from yesterday's class.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I would have the students with hearing or vision impairments sit closer to the front so that they can see the presentation better, I will speak slow and crisp so that ESL or ELL students can understand me better. I may have to explain some of the jokes or figures of speech for my more concrete learners, such as my autism spectrum students.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will use visual learning and auditory learning for today's lesson.
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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 / <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.	
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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&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>;

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