

Lesson Plan

Lesson Segment Focus: Declaration of IndependenceLesson 1 of 2Course & topic addressed Social Studies; Declaration of IndependenceDate 11/14/19Grade 5

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to evaluate historical documents and events and interpret how they have affected our nation.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previous knowledge of the American colonies, The Revolutionary War, and the nation being under the rule of Great Britain.
Knowledge of students' background (personal, cultural, or community assets)	Students will have previous knowledge that there is an old document that is important to U.S. History and that it is called the Declaration of Independence.

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.1.5.1: 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)
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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 provide students with some vocabulary words and definitions that they can add to their notes. This will help them better comprehend the lesson.
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Key Vocabulary

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

Materials needed by teacher for this lesson.	Computer, SmartBoard, PowerPoint eBook 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	<u>Introduction:</u>	TTW briefly go over what the class has talked about in previous lessons regarding the American colonies and the growing discontent they are having with Britain. TTW let students ask any questions that they have before moving on. TTW introduce today's topic with a funny eBook she made with PowerPoint.
30 minutes	<u>Instruction:</u>	<ul style="list-style-type: none"> • TTW turn on the PowerPoint presentation (eBook) and turn off the lights. The students are now prepared that they are going to be learning about the Declaration of Independence. • TTW explain the eBook she made herself. * Side note: The eBook tells the story of the creation of the Declaration of Independence in a humorous manner to help engage student learning and comprehension. • As the eBook is read aloud by the teacher, she will stop at some places and talk further on certain topics. • After the eBook is completed, TTW will turn the lights on and ask the students what their favorite part of the story was. TTW then remind students that even though modern humor was added, the story itself and the events are factual. • TTW ask students to get out their paper and pencils and take notes as they go back through the eBook presentation. TTW instruct students on which names, dates, and facts to write down.
5 min	<u>Closure:</u>	TTW then instruct students to put their notes away. TTW inform students that tomorrow, they are going to play a game to help them remember today's lesson. TTW ask them to look over their notes at home if they want to win the game.

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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