

**Lesson Segment Focus: Social Issues in Arkansas**  
**Course & topic addressed: Social Studies/Arkansas**

**Lesson: 1 of 7**  
**Date: 4/1 Grade: 7th**

**Student Outcomes**

Specific learning objectives for this lesson.	Students will be able to categorize and summarize key concepts about social issues in Arkansas and how they shape political interest.
Describe the connection to previous lessons.	In the lessons before this we will have talked about the political parties in Arkansas so this lesson series is all about how social issues affects those parties and change them over time.
Knowledge of students background (personal, cultural, linguistic, or community assets)	20 students overall, 4 ELL, 2 G/T, 30% from neighborhoods in need, 5 students from farming families, 3 from industrial families, 7 students from families with university background

**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><b>CG.6.AH.7-8.2 Examine the effects of social issues on the evolution of political parties in Arkansas</b></p> <p><b>R.CCR.1, 3, 7</b></p> <p><b>W.CCR.7, 9</b></p> <p><b>SL.CCR.1, 2, 4</b></p> <p><b>D2.Civ.1, 6, 10.6-8</b></p>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p><b>Social Issue- Poverty, Education, Race, Orientation, etc.</b></p> <p><b>Political Party</b></p> <p><b>Political Interest</b></p>
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**Academic Language Support**

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p>	<p>Words they provide on the brainstorming section will be paired with visuals for students</p> <p>Students will work in pairs at the end to help with the summarizing for extra language support</p> <p>Students will add all grouping in lesson to notebook for further use and expansion. The students will add images with the notes to help understanding. The notes are fill in notes to make it easier on the students understanding</p>
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## Materials

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	Rocket notebook, Projector/Smartboard, Prepared answer space, Highlighters, Large Paper,
Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	Notebook, Paper and Pencil, Computer, markers, Rocket notebook

## 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.
10-15 minutes	<p><b><u>Introduction:</u></b></p> <p>Linking Language Activity</p>	<p>Students will participate in a linking language activity that I have designed. They will be grouped up with each group completing a large poster that brings forward their background knowledge. The linking language activity will include the key Vocab for the lesson along with key social issues. This will help with the thinking in the later parts of the lesson. They will do these in their Rocket Notebooks so that we will easily be able to keep them and show them on the board</p>
25-35 minutes	<p><b><u>Instruction:</u></b></p> <p>Brainstorming Responses</p> <p>Grouping Items</p> <p>Providing Rationales</p> <p>List Naming</p> <p>Cross Categorizing And Grouping Differently</p>	<ul style="list-style-type: none"> <li>- Students will brainstorm their responses to the initial question I ask them which will be What comes to mind when I say Social Issue? We will record their responses together in a class brainstorming session.</li> <li>- We will then work as a class to group similar items together. As students group items together, I will color code them to help organize our thoughts. These can be different social issues or even feelings they have about social issues.</li> <li>- I will ask questions to the students that will help them explain why two thoughts belong together. The students being guided by my questions will tell me why the words/thoughts belong together.</li> <li>- As students give me labels for each group I will create the label and put it in the appropriate places. An example of labels students may give will be things like Race Issue, Poverty, Education.</li> <li>- See if students can come up with different ways to group. For this they will get in groups of 3-4 before we discuss again all together. See if maybe they can come up with putting something with poverty and something with</li> </ul>

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.
	Generalization/Big Idea Statement	<p>education together so they can see how social issues go hand in hand. This is still student led though because I am needing to gather this information for future lessons</p> <ul style="list-style-type: none"> <li>- I will place my students in pairs for them to come up with a generalization/big idea sentence about today's lesson material. Hopefully I will be able to indirectly guide the students into creating statements that include not only a social issue but also emotions brought on by the issues and how they have changed over the years in Arkansas. (This will really show me the knowledge they already have as I form new lessons). I will then gather up the generalization sentences so everyone can see them. This will kinda be like an "Exit Slip" but not completely since it is the complete end of class. May have this done on a google form so I can show better to class better and give better feedback.</li> </ul>
5-10 minutes	<b>Closure:</b>	<ul style="list-style-type: none"> <li>- We will finish with a video that will show a current social issue debate happening in Arkansas at the time. I will make sure it is nothing too controversial and will make sure to have clips from multiple perspectives on the issue. An popular issue recently that would be a good example to show would have to deal with how to deal with the opioid crisis in Arkansas because this is a vital social issue.</li> </ul>

### Technology Integration

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the "fit"</b> of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.</p>	<p><b>I chose to use the Rocket Notebooks because I can easily have the students send their brainstorming to me through that and all of it is paperless. It will also ensure that no one lost the brainstorming and that everyone in the group can have it</b></p>
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### Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.My ESL students will be paired with students that are proficient in English</p> <p>All students will be in a pair to help with material comprehension</p> <p>Students will have visuals for each vocabulary term to help with understanding</p>
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### Differentiation:

How might you provide a variety of	<b>I will provide direct social issues for students who struggle to think of them</b>
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techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	<p><b>on their own and will provide details for them.</b></p> <p><b>I will also be color coding and highlighting the grouping and terms to help the students know what is important to retain from the lesson</b></p> <p><b>Students can also ask for any other resource they may need</b></p> <p><b>The linking language activity at the beginning of the lesson will help bring forth the students prior knowledge.</b></p>
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Teacher Recording student brainstorming thoughts
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students Grouping of Ideas
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Peer Group Generalization statements on Google form

**Research/Theory**

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	<p>Hilda Taba</p> <p>Inductive thinking makes students generate their own ideas of information they are collecting.</p> <p>I chose this model because I wanted to get information about what my students already know. This shows me where individual students are and how I need to prepare future lessons</p> <p>In the inductive model students really get to have collaborative learning and bring forth their background knowledge on topics.</p>
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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>;  
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