

Lesson Plan Template

Grade: 11th Grade US History		Subject: US History- Selma March and Voting Rights Act of 1965	
Materials: PowerPoint		Technology Needed: Laptop or iPhone	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: We will be using Kahoot.com and that will be a little quiz that will be taken after the PowerPoint	
Standard(s) 9-12.1.5- Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts 9-12.1.6- Analyze the impact of bias and prejudice in historical and contemporary media Objective(s) 1. Students will identify what the Selma March and the Voting Rights Act of 1965 is and the some of the racial tension that occurred through those events. 2. Students will use the topic sentence that is given to them to create an idea of the racial tension that exist to this day. 3. Students will create that idea and then apply it to answer the topic sentence. 4. Students will use this idea and the knowledge that they've acquired and use it on a review through a Kahoot Quiz that will gauge where they're at with the material. Bloom's Taxonomy Cognitive Level: Students will analyze the Selma March and The Voting Rights Act of 1965 and compare and contrast certain racial tensions then and now.		Differentiation Below Proficiency: Students provide irrelevant analysis of the racial tension that existed then and even until this day. Above Proficiency: Students provide superficial analysis of the racial tension that existed then and even until this day. Approaching/Emerging Proficiency: Students provide relevant or insightful analysis of the racial tension that existed then and even until this day. Modalities/Learning Preferences: Visual and Graphic- Students will follow the PowerPoint that is presented by looking at the information and the pictures that are being shown. They will then use their technology to interact in Kahoot Quiz that will give them a good visual over the information that was presented.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be focusing on the PowerPoint in their row and once the kahoot quiz starts, they can collaborate together.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - They will use technology to assess where they are at through the Kahoot Quiz. It's a nice refresher for the material they learned.	
Minutes	Procedures		
5	Set-up/Prep: Have PowerPoint ready and set up, so we can go through the notes.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Topic sentence will be given for them to think about during the PowerPoint that will begin to stir their creativeness and we will return to this at the end to see if they have created an idea that answers the topic sentence.		
10-15	Explain: (concepts, procedures, vocabulary, etc.) PowerPoint will include information on the Selma March and the Voting Rights Act of 1965. Students will be paying attention to certain concepts and vocabulary that will be used for the activity at the end.		
10-15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will then participate in a quiz through Kahoot that will test their knowledge from the concepts and vocabulary through the PowerPoint. There will be a prize for the students.		
5-10	Review (wrap up and transition to next activity): Time will be given to let them gather their things or use any technology that they might have.		

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Throughout this lesson if the students have questions through the PowerPoint I will stop where I'm at in the PowerPoint and address the question.</p> <p>Consideration for Back-up Plan: In case the kahoot quiz doesn't work out, I will show them certain clips from the Selma March</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson, we will go back to the topic sentence that will gauge where they're at with the material that was presented</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Overall concept is for the students to reflect on how far the United States has come since the civil rights movement and where we can still improve.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought the lesson overall went well. The students were engaged on the discussion questions. I thought I could've opened it up to more elaborate discussion instead of lecturing for most of the lesson. The videos that I showed over the Selma March was very powerful for the students, but when I put them in there was no sound, when I played it for them all of the sudden there was sound, and it was very depressing music that almost put the class asleep. They also enjoyed the Kahoot game and my cooperating teaching also never used Kahoot, after I left his class he started using it more.</p>	