

Lesson Plan Template

Grade: 10		Subject: United States History	
Materials:		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <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:	
Standard(s) US.6_12.4 Compare how historical elements change over time. WH.6_12.5 Analyze the significant contributions of people, policy, and the influence on an era.		Differentiation Below Proficiency: Students below proficiency will be able to learn during peer learning aspects of the lesson. They will also have notes written out for them to aid them in looking back on information if needed. Above Proficiency: Students who are above proficiency will be able to engage in more meaningful questions during peer questioning that takes place. Approaching/Emerging Proficiency: Students approaching proficiency will be able to understand information better through both peer learning and large-group lecture activities. Modalities/Learning Preferences: Students who prefer interpersonal learning, auditory learning, visual learning, and written learning will all benefit from this lesson since it takes these preferences into account by using peer learning and lecture with graphic organizers respectively.	
Objective(s) <ul style="list-style-type: none"> • Students will understand how JFK influenced American society. Bloom's Taxonomy Cognitive Level: Remember Understand Apply		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to work appropriately, respectfully, and considerately during collaborative and individual work time. All students are expected to partake in the lesson at their ability level.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be working in pairs, individually, and as a large group. While in pairs and working individually, I will be walking around and ensuring students are working appropriately and on task. When students are taking part in large-group activities I will be facilitating the learning.			
Minutes	Procedures		
	Set-up/Prep:		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will answer a bellringer of: what do you think of when you think of JFK? Show the video of JFK's inaugural speech JFK's Famous Inaugural Address Passage - YouTube		
35	Explain: (concepts, procedures, vocabulary, etc.) A lecture will take place comparing JFK's domestic and foreign policies. This lecture will also use graphic organizers to help compare the material. A Venn Diagram will be created to show how his foreign policies of the "New Frontier" had both successes and failures. In addition, his foreign policies will be compared with the use of a Venn Diagram by showing his military and economic policies abroad.		
3	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will answer the question at the end of class of whether America is justified in enforcing containment in Latin American countries or not. Is it ethical?		
	Review (wrap up and transition to next activity): The exit ticket functions as a review of what was just covered.		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-

in strategies, etc.

The bellringers and exit tickets are methods of formative assessment.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

A summative assessment will take place at the end of the unit.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Rather than using the question as only an exit ticket, I also had students move around in order to argue their point. I split the room by having them stand on the side of justified or not justified. Doing this allowed students to discuss and debate as a large group. Also, it reinforced content learning for those who did not understand the content while allowing for students who did understand to apply their understandings. The use of movement also allowed for more student engagement.