

Lesson Plan Template

Grade: 10-12		Subject: US Government	
Materials: Powerpoint, paper, pencil, link for map,		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) C.6_12.2 Analyze the structures and functions of government. <ul style="list-style-type: none"> • C.6_12.2.1 Differentiate/compare forms and origins of government C.6_12.4 Investigate the roles and responsibilities of citizenship in society. <ul style="list-style-type: none"> • C.6_12.4.1 Explain how citizens can influence government • C.6_12.4.3 Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of the United States constitutional republic • C.6_12.4.5 Demonstrate active participation in civic life 		Differentiation Below Proficiency: Students will be able to engage material, and take part in the activity as at their own pace. This will allow for students to be able to engage the material at the depth they are able to. Additionally, pairing students together will help for different ideas and skill levels to work together to produce the best results. Above Proficiency: Students will be able to engage material, and take part in the activity as at their own pace. This will allow for students to be able to engage the material at the depth they are able to. Additionally, pairing students together will help for different ideas and skill levels to work together to produce the best results. Approaching/Emerging Proficiency: Students will be able to engage material, and take part in the activity as at their own pace. This will allow for students to be able to engage the material at the depth they are able to. Additionally, pairing students together will help for different ideas and skill levels to work together to produce the best results. Modalities/Learning Preferences: Students will be able to engage material, and take part in the activity as at their own pace. This will allow for students to be able to engage the material at the depth they are able to. Additionally, pairing students together will help for different ideas and skill levels to work together to produce the best results. Students will also be able to engage with the interactive activity as it best suits them. If walking around and discussing is needed, accommodations can be made to ensure this.	
Objective(s) <ul style="list-style-type: none"> • Students will be able to explain the United States' Presidential Election process. • Students will have an understanding of how the electoral process works, and has worked throughout history. • Students will be able to differentiate between two-party and multi-party systems. • Students will understand historical elections, and their impact on our political system today. • Students will be able to identify current public discourse in order to better understand our current election year. • Students will be able to write a strong thesis statement ("because statement"). 			
Bloom's Taxonomy Cognitive Level: Remember Understand Apply Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will pair up in order to take part in the activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to engage in discussion when prompted. Students will be expected to be respectful when working with partners, or listening to debate discussions other students may have about the 2020 election.	
Minutes	Procedures		
	Set-up/Prep: Open powerpoint, have link for interactive map ready, write because statement on the board, and example of because statement ready.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask for "buzz words" or key words that the students know about elections. Try to get the conversation going towards things related to the electoral process, political parties, or historical elections.		
25	Explain: (concepts, procedures, vocabulary, etc.)		

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	<p>Open powerpoint to discuss election. Key ideas/terms are: electoral college, swing states, plurality, political parties, party systems (with the historical precedent of two-party systems), and political spectrum. Play the video at the end of the powerpoint to reinforce what has been said. https://www.youtube.com/watch?v=W9H3gvnN468</p> <p>Go through the interactive map system and explain how to work it, and look at historical examples. Explain the directions of the interactive/collaborative portion of the lesson (explained below).</p>
<p>25</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will pair up (no groups) and open the link for the interactive map (https://ingest.pbslearningmedia.org/Interactives/Electoral%20Decoder/index.html). Students will explore historical elections, and use this interface to answer their question. They will also use this map to try and predict the 2020 election. The question is; Why do you think one of the swing states will vote a certain way in the coming 2020 election? Students are encouraged to use historical election results and outside sources to try and answer. The question will need to be answered in the form of a “because statement”. Example: I think Michigan will vote Democratic because Joe Biden says he will help auto workers by creating more jobs in Detroit, OR I think Michigan will vote Republican because President Trump has created automotive jobs for Detroit while in office.</p> <p>I will be walking around discussing the maps, both historical and the 2020 election, with students in order to help them better understand the significance of the interactive maps.</p>
<p>1</p>	<p>Review (wrap up and transition to next activity):</p> <p>Each student will need to turn in their statement as an “exit ticket” to leave the classroom.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Will ask for a thumbs up or thumbs down in regards to how well students understand the directions for the activity before transitioning.</p> <p>During the activity I will be walking around asking questions to students to ensure they are understanding the content.</p> <p>Consideration for Back-up Plan:</p> <p>If allowing students to choose their partners is ineffective, then I will choose partners or have them work individually.</p> <p>If technology is not working, then I will provide the list of electoral college votes in order for students to say which way they think the votes will happen.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>The summative assessment will take place at the end of the chapter. Key ideas mentioned in this lesson (listed above) will be a part of the assessment at the end of the unit. The assessment will be a written assessment in which students will formulate a because statement to answer various questions. This lesson helps with preparation for the students’ assessment since key terms are covered, but also because the “exit ticket” that is required is done in the same form as how they answer their summative assessments.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The interactive map was the highlight of the lesson plan for sure. I was able to explain the baseline of what students needed to know (i.e. key terms), but students having the ability to explore historical elections and research how the current election will unfold was more effective. For example, on student mentioned how his understanding of how important swing states are grew once he started filling out his electoral prediction map. Another student said that she thought independent parties would steal votes from some states in this election, which could have an impact on which way that state’s electoral college votes would play out. Additionally, I felt as though being able to have conversations with the students was an effective way to communicate content.</p>	