

Lesson Plan Template

Grade: 11		Subject: History	
Materials: Handouts of Primary and Secondary Sources. Handouts of the differences between Primary and Secondary Sources		Technology Needed: Power point	
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) Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.		Differentiation Below Proficiency: Talk with after class and make sure they're in groups with those who are above proficiency Above Proficiency: Give them tougher sources to decide whether they are primary or secondary Approaching/Emerging Proficiency: give them primary and secondary sources that are not easily identified, but are not extremely difficult Modalities/Learning Preferences: Allow students to work in groups or by themselves	
Objective(s) Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content Bloom's Taxonomy Cognitive Level: Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) The students who are near each other(groups of four)-no need for students to move around and have chaos.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Proper indoor voice volume, have talking remain on the source that is given.	
Minutes	Procedures		
3	Set-up/Prep: Handout primary and secondary sources. Handout as well the differences between Primary and Secondary sources and how to identify them.		
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Show them a clip of a mockumentary. Ask them if this is primary or secondary(This tests the student's knowledge)		
10	Explain: (concepts, procedures, vocabulary, etc.) What a primary source is, what a secondary source is, the difference between the two, and how to interpret primary and secondary sources.(The sources will be over historical events that we have already gone over)		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Split students into groups and task the groups with determining whether documents are Primary or Secondary. Make this into a competition/game. Whoever wins will get a couple points of extra credit on the upcoming test. Then I will bring the class back together to discuss their interpretations of the sources(the importance of the sources)		
7	Review (wrap up and transition to next activity): Go over the differences between Primary and Secondary sources. Discuss the importance of being able to interpret the difference. Also why it is important to evaluate and interpret primary and secondary sources.		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Consideration for Back-up Plan: Go to the library and find primary and secondary sources.		Summative Assessment (linked back to objectives) End of lesson: Give each student two primary and secondary sources. Then have each student figure out which one's are primary and which ones are secondary. If applicable- overall unit, chapter, concept, etc.:	

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