Lesson Plan Template

Grade: 10	Subject: North Dakota
Materials: Paper handouts and laptops/tablets	Technology Needed: Powerpoint, laptops/tablets

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list)	☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	☐ Large group activity ☐ Independent activity ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) Explain:	☐ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic

	Differentiation
Standard(s) Analyze the impact of bias and prejudice in historical and contemporary media **Objective(s)** Students provide insightful analysis of the impact of bias and prejudice in historical and contemporary media by creating presentations of bias in historical and contemporary media. The students will then present to the class their presentations. **Bloom's Taxonomy Cognitive Level:** Synthesis	**Below Proficiency:** I will do my best to pair them with those who are above proficiency. If this is not possible for some reason, then I will give these students the greatest amount of attention to guarantee that they are comprehending the material. I can also give them ideas for their presentation. **Above Proficiency:** I will give them ideas for harder events for their presentation, and give them documents where the historical bias is harder to find. **Approaching/Emerging Proficiency:** I will make sure that they are given documents, and ideas for events for their presentation, that will challenge them. However, none of it will be as hard as what is given to those above proficiency. **Modalities/Learning Preferences:** For those who work better alone, I will give them the chance to work alone. Otherwise, the class will work in groups.

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
I will have students work in groups of four. A group will consist of four desks that make a square. This way there is minimal movement and chaos. Students will be given the choice to work by themselves.	Proper indoor voice volume. Respecting peers in the student's group and peers in different groups.

Minutes	Procedures
5	**Set-up/Prep:** I will need to pull up three clips from a Simpsons episode. I will also need to pull up a prezi.
3	**Engage:** (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will be using clips from the Simpsons that show off the bias used in the recalling of events for the entire class to spark interest.
10	**Explain:** (concepts, procedures, vocabulary, etc.) I will go through the prezi explaining what historical bias is and what it can look like. Also I will explain why it is important to recognize it. I will also tie it in to what was shown in the clips from the Simpsons.
25	**Explore:** (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will give the students handouts of two different descriptions of the same event. It will then be there task to find the differences, similarities, and think of what bias there could be in the two descriptions of the same event. The reading strategy that I would have the students use is turn and talk.
7	**Review (wrap up and transition to next activity):** I will use this time to see what my students found and to reiterate what historical bias is, why it is important to know about, why it is important to recognize, and how to recognize it.

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions, check-	**End of lesson:** Have students present powerpoints on the impact of

in strategies, etc.
Walk around the room and see if students are struggling. Have everyone stop what they are doing and ask if there is any confusion.

Consideration for Back-up Plan: For a back-up plan, I will use the white board to write down what historical bias is, why we need to know what it is, and how to recognize historical bias. Then I will give the groups different handouts(documents) and have the groups present on what they found in their different documents.

bias and prejudice on different historical media.

If applicable- overall unit, chapter, concept, etc.:

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

Resources to be used
http://prezi.com/jgqmai0j38fz/?utm_campaign=share&utm_medium=copy&rc=ex0share
https://sharemylesson.com/teaching-resource/history-skills-bias-simpsons-206046