

Lesson Plan Template

Grade: 9-12		Subject: Bonanza farming and Great Boom	
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) 8.2.11 Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people in North Dakota and tribal history		Differentiation Below Proficiency: I can help provide them with resources that they can use to answer the questions. Above Proficiency: I will challenge them to think of how the Great Dakota Boom, settlement, and bonanza farms all affected each other. Approaching/Emerging Proficiency: I will challenge these students to think of how the Great Dakota Boom and bonanza farms are related. Modalities/Learning Preferences: Intrapersonal, Intrapersonal, auditory, visual.	
Objective(s) Students will know the difference between the ethnic groups who settled North Dakota Students will know the reasons why the Great Dakota Boom happened and its effects. Bloom's Taxonomy Cognitive Level: Analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will work at their tables and can work with those at their table if they chose.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have a discussion with the students about the two primary documents given out at the end of class last time.		
30	Explain: (concepts, procedures, vocabulary, etc.) I will lecture on Bonanza Farms, The Great Dakota Boom, and the main ethnic groups that settled North Dakota I will also supplement my lecture with a video in order to break it up.		
7	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 questions about the Great Dakota Boom, Bonanza Farms, and the main ethnic groups.		
	Review (wrap up and transition to next activity):		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. The formative assessment will be me going around at the end of class The formative assessment will be the questions at the end of class which I will collect. Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	

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