

Lesson Plan Template

Grade: 9-12		Subject: North Dakota History	
Materials:		Technology Needed: None	
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) <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 9-12.1.2 Interpret and evaluate primary documents to enhance the understanding of social studies content.		Differentiation Below Proficiency: I will give them a similar reading to what the others get, but with unimportant information cut down and I will work with them in order that they complete what is required. Above Proficiency: I will give these students the primary documents as they were written Approaching/Emerging Proficiency: They will be the same as the above proficiency students. Modalities/Learning Preferences: I will have visuals, group, and independent work.	
Objective(s) Students will gain perspective on what it was like to be a pioneer during the early settlement of North Dakota.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will stay at their table and work with those at their table	
Bloom's Taxonomy Cognitive Level: Analyze and create		Classroom Management- (grouping(s), movement/transitions, etc.) Students will stay at their table and work with those at their table	
Minutes	Procedures		
	Set-up/Prep:		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students read article on Selkirk Colony and mark three things that they think are important, two interesting facts, and one question that they have. Then they will come together in their table groups and create a group list of three important things, two interesting facts, and one, or more, question(s) if they have them. I will then have each group share one thing that they thought was important and interesting.		
25	Explain: (concepts, procedures, vocabulary, etc.) Once the reading and discussion is completed, I will give a brief overview of the Selkirk Colony and then move into the what area was the first to be settled, why, and who. Then continue with the progression of settlement in North Dakota.		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will have two primary documents that detail what life was like in regards to settling North Dakota. If students finish reading the documents, then they can start writing a letter back to their family from the perspective of a settler in North Dakota. What they do not finish is homework.		
	Review (wrap up and transition to next activity):		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, making sure students are on task check- in strategies, etc.		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	

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Consideration for Back-up Plan:

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

Resources used: <https://www.ndstudies.gov/gr8/content/unit-ii-time-transformation-1201-1860/lesson-3-building-communities/topic-6-selkirk-colony/section-1-selkirk-colony>