

Lesson Plan Template

Grade: 9-12		Subject: U.S. History, U.S. Government, or Problems of Democracy	
Materials: Notebooks and paper		Technology Needed: Access to a computer at home or at school	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Court room simulation <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 9–12.6.4 Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias)		Differentiation <p>Below Proficiency: Students are unable to understand this simulation sheds light on the importance of interdependent relationships, and the importance of credible evidence.</p> <p>Above Proficiency: Students can draw relations from the Salem witch trials to court hearings today and the way in which they are much different, including understanding terms of testimony and oath.</p> <p>Approaching/Emerging Proficiency: Students understand spectral evidence and how it was harmful and non-credible during the Salem witch trials, and they are able to verbalize the importance of interdependent relationships, fair trial, and credible evidence.</p> <p>Modalities/Learning Preferences: This activity will be offer a kinesthetic learning opportunity for students.</p>	
Objective(s) Students will be able to analyze what happened within the Salem witch trials, and understand why it was not a fair and honest trial. Students will be able to use this simulation to not only understand but verbalize the importance of interdependent relationships within our communities and our government, being a good citizen, and providing solid, credible evidence.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) In a class period prior to the simulation, I will present guidelines and parameters for this courtroom simulation, while encouraging them to take notes, as I understand that there will be a temptation for students to take things too far. I would encourage fruitful, appropriate, and relevant language and behavior. I would also give examples of such language.	
Bloom's Taxonomy Cognitive Level: Apply, Analyze, Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Depending on the size of the class, students would be divided into groups and then allowed to self-assign courtroom roles.		Minutes	
Procedures			
5		Set-up/Prep: I would rearrange the classroom in a manner which I see conducive or similar to courtroom actions (testifying, accusing, jury members)	
0		Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I would begin the class by reiterating the respectful language guidelines previously put in place, and also touch on the main takeaways I want the students to focus on during the trials.	
10		Explain: (concepts, procedures, vocabulary, etc.) In this lesson, I would like to use a classroom activity; simulating a courtroom trial to help students in better understanding how the Salem witch trials were blown so far out of proportion. In this simulated scenario, students will be accused, and accuse classmates in a respectable and well monitored fashion, using primarily spectral evidence as grounds for accusations to relate their simulation directly to the Salem witch trials.	

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30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Court room witch trial simulation</p>	
5	<p>Review (wrap up and transition to next activity): I will bring the entire class together and address the main points and terms I intended for the students to take away from this activity, as well as administer their summative assessments.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. – I would intervene during each trial, to point out why certain phrases used by students were important to take note of or focus on, while asking prompting questions as well to assess their knowledge while also helping to steer the trial conversations in the right direction.</p> <p>Consideration for Back-up Plan: If this plan were to fail, I would insert myself entirely into various roles of the court room, guiding students to ask the right kinds of questions, language, and answers to allow for the activity to happen with still some level of participation.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: I would provide students with a short one page survey/assessment of their own involvement in the simulation and what they took away from it</p> <p>If applicable- overall unit, chapter, concept, etc.: Within the one page assessment I would insert a short defining terms section from the material regarding the Salem witch trials</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Being able to review with some of my history education classmates gave us all a great opportunity not only to see some differentiation in lesson planning, but also a chance to gain a lot of information and outside insight regarding this lesson plan and lesson planning in general. I changed a few things during this time in class on Tuesday, including the wording in the “explain” section and my objectives. I also learned more about and filled in the formative assessment portion of the lesson plan, and came up with a backup plan.</p>		

Purposeful questions:

- “Have any of you ever had just a really bad day? A tough day, maybe you made a mistake or maybe you were fighting with your family, and because you were feeling down, you did something out of the ordinary? Something you wouldn’t say or do on a normal day?” – **Getting interest and attention**
- “In the town of Salem during the trials. What kind of social ramifications came from the trials? Could this have affected those giving testimony?” - **Analysis**
- “Touching on what we talked about last time in class. What kind of evidence was mainly used in the trials? What is spectral evidence?” – **Recalling, knowledge, comprehension**
- “Can one of you repeat that back to me? What’s our plan of action today?” - **Managing**
- “What’s the point of this? Why do I want you students to walk through a day in Salem during the trials?” – **Diagnosing and checking, understanding**
- “We’ve been talking about the importance of interdependent relationships, using the Salem witch trials. How does this activity shed light on the importance of that?” – **Encouraging higher-level thinking, Structuring and redirecting learning**
- “Has this been helpful for you? Are you feeling that it has helped you understand the context surrounding the trials?” – **Allowing expression of affect**
- “What can we take away from the actions of those involved in the Salem witch trials?” – **Application**

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- “After our simulation today, could you please group together and create a witness testimony which would be truly credible?” - **Synthesis**
- **After students read their credible testimonies** “I’m going to challenge your testimony, can you defend what you have created?” - **Evaluation**