Lesson Plan Template

Grade: 9-12	Subject: US History
Materials: Paper and Pencil	Technology Needed: Computers or tablets

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

Standard(s) 9–12.2.2 Evaluate the impact of various factors that led to the transformation of the nation	Differentiation **Below Proficiency:** Students fail to include vital information related to their immigration topic and use too few pictures, and/or the pictures they do use don't have a purpose.
Objective(s) Students will have the knowledge to put together an educational online poster that is fully informative regarding their specific aspect of United States immigration **Bloom's Taxonomy Cognitive Level:** Synthesis	**Above Proficiency:** Students include pictures with captioned explanations for every piece of information provided, as well as tie their part of immigration into another event, or a part of our culture. **Approaching/Emerging Proficiency:** Students provide pictures but do not explain all of them. They make vague or indirect relations to their immigration topic and are not able to explain it in detail **Modalities/Learning Preferences:**
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be allowed to choose partners on their own, so that it may be easier for them to pick a topic that they both agree is interesting and worth their time.	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**

Minutes	Procedures
2-5	**Set-up/Prep:** PowerPoint setup
15	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Thought-provoking questions regarding immigration, followed by collaboration in the form of small group discussion
5	**Explain: (concepts, procedures, vocabulary, etc.)** Small group discussion would be directed at finding an aspect of past U.S. immigration that is interesting to them, something they would like to know more about. I would keep myself involved in the groups, walking around to join in their conversation and help to answer questions, and direct discussion in a direction that is conducive to finding a worthy topic.
25	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Once they have found their topic within U.S. immigration that they are interested in, it is their job to use their computers to find more information regarding the aspect of information they have chosen. Using this information, they will use the website "Glogster" to create an online, interactive poster that informs whoever is interacting with their poster about their topic regarding United States immigration.
2-5	**Review (wrap up and transition to next activity):** Review expectations of the content within their interactive web poster.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.** "What questions are you running into as you do more research?"	Summative Assessment (linked back to objectives) **End of lesson:** Glogster online poster **If applicable- overall unit, chapter, concept, etc.:** Specific

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Consideration for Back-up Plan: Oral presentations on their topic, making paper posters or notecards instead of an online poster	informational Criteria would be graded regarding what information was displayed about each aspect of United States immigration.

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