

Lesson Plan Template

Grade: 11		Subject: US History	
Materials:		Technology Needed: Projector/Promethean board	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain: To integrate Multiple Intelligences into this lesson, I will ask students to take the same multiple intelligence test that we took. I will then ask them to display what they learned from lecture in three different ways, any three ways they can come up with. First on their own, and then they can brainstorm with a partner. Following that, I will have each pair share their three different strategies with the class, and discuss which strategies will work the best, and how these ways reflect Multiple intelligences. By allowing students to come up with their own three ways of communicating what they have learned, it creates an opportunity for a real life relation from the direct content to Multiple intelligences.</p>	
Standard(s) LS1.D: Information Processing		Differentiation <p>Below Proficiency: Students’ three ways of communicating what they have learned are unclear and difficult to understand. They are unable to draw relations between Multiple intelligences and presentation of learned content.</p> <p>Above Proficiency: Students’ three ways of communicating what they have learned in direct content reflects the knowledge they have retained in a clear and “easy to understand” manner.</p> <p>Approaching/Emerging Proficiency: Students’ three ways of communicating what they have learned can be understood, but it is not clear or to the point. Students are able to draw vague relations to Multiple Intelligences.</p> <p>Modalities/Learning Preferences: I want students to come away from this lesson with an understanding of how Multiple intelligences in their own personalities can aid or hinder them in the way they present information to others, through a historical lens.</p>	
Objective(s) In this lesson students will learn about their own learning, practice metacognition, and gain understanding regarding their own strengths and weaknesses and how they play a role in learning.			
Bloom’s Taxonomy Cognitive Level: Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will begin working individually, and then move into pairs, and then into a full class discussion.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to participate in this lesson without turning it into a joke.	
Minutes	Procedures		
2	Set-up/Prep: Set up History presentation on the “Dawn of a new nation through Imperialism”		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Review content from class and lead into this class’ content.		
5	Explain: (concepts, procedures, vocabulary, etc.) To integrate Multiple Intelligences into this lesson, I will ask students to take the same multiple intelligence test that we took. I will then ask them to display what they learned from lecture in three different ways, any three ways they can come up with. First on		

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20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>
15	<p>Review (wrap up and transition to next activity):</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan: If the majority of the students are unable to successfully come up with three different ways of communicating what they learned, I will provide thought provoking questions and examples to move them in the right direction.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	