

Lesson Plan Template

Grade: 7		Subject: Social Studies	
Materials: paper and writing material		Technology Needed: projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" 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 checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Students will be split into groups based on roles in the simulation of a spy hunt	
Standard(s) WH.6_12.2 Explain historical changes related to religions and ideologies. WH.6_12.5 Analyze causes and effects of global events in the past using primary and/or secondary sources.		Differentiation Below Proficiency: Students who do not ask questions or assist in the group they are a part of during the activity. Above Proficiency: Students portray their background with excitement or enthusiasm/ ask precise questions as jury members. Approaching/Emerging Proficiency: Portrays the background they are given with effort/ asks an occasional question or attempts to ask precise questions Modalities/Learning Preferences: The freedom of the students' questioning allows for the students assigned to the jury allows students to work on precise question-asking and deductive reasoning skills. The students' ability to be suspect allows them to work on their creativity.	
Objective(s) Students, by the end of the lesson, will come to understand the suspicion of the Cold War era as well as understand the complexity and difficulty of being a spy during this time period. Bloom's Taxonomy Cognitive Level: Locating, determining, deducing			
Classroom Management- (grouping(s), movement/transitions, etc.) Upon completion of the short lecture, the students will be handed sheets at random determining whether they are jury or suspect for the large group activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will follow normal classroom guidelines. This meaning allowing for respectful discussion, being quiet when not speaking, and all other forms of proper conduct will be necessary.	
Minutes	Procedures		
5	Set-up/Prep: The classroom will be set up to have one main grouping of seats facing the center while one strip of chairs will be turned inward towards the middle of the class.		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Today class we will be briefly re-go over the facts about the Cold War and go into spies of the Cold War before beginning a large group activity.”		
10	Explain: (concepts, procedures, vocabulary, etc.) The activity will be to identify who the spy is out of a select group of students. Five students will be randomly given identity cards and one of those will be marked as a spy. These five will be given backstories of my own creation to attempt to cover the trail of the real spy. On the other hand, the rest of the class will have a set time to interview each person of that select group in an attempt to uncover who the spy really is. The students of the jury will need to take notes on each person to turn in showing their participation. The suspects will simply be graded on participation for the event. Before the activity, however, a brief lecture will be covered breaking down what a spy is and was in the Cold War and other Cold War points of interest.		
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will maintain order as the “judge” of these trial-like interviews. I will also ask probing questions for the jury to further questioning if needed at any time. I plan on also keeping time for each person and keeping questioning to five minutes per suspect to allow for any unexpected road bumps to garner the ability to have extra time at the end of the questioning.		
2-3	Review (wrap up and transition to next activity): Allow for any last-minute questions about the activity and collect the notes taken by the jury members. I will then ask about how they enjoyed the activity and also any suggestions for improvement for next time.		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout the lesson- clarifying questions, check-in strategies, etc.

During the lecture, I will ask clarifying questions and check in at certain spots. During the activity, I will ask students whom they are thinking the spy is or how they are going about determining the spy.

Consideration for Back-up Plan:

Exit slip questions on the lecture in case the students get too rowdy or refuse to participate/ participate rudely during the activity.

Summative Assessment (linked back to objectives)

End of lesson:

Their notes and participation will be the primary way of assessment.

If applicable- overall unit, chapter, concept, etc.:

Overall, there will be an exam at the end of their Cold War era section which covers the geography of Eastern Europe, the political history of the area, and the current demographic history of the region.

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

Everything is up to date with the lesson.