

## Lesson Plan Template

<b>Grade: 8<sup>th</sup> Grade</b>		<b>Subject: Social Studies (US Civics Test prep)</b>	
<b>Materials: Foldable cut out, scissors and glue, Worksheets, colored pencil or marker or highlighter</b>		<b>Technology Needed: PowerPoint, 1 laptop per group. Tribal websites</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Visuals/Graphic organizers		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Pairing/collaboration      Technology integration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> US.6_12.1-6.E2.4 Explain the changing Native American federal policy and the impact on tribal sovereignty. ND.6_12.4.4 Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota		<b>Differentiation</b> <p><b>Below Proficiency:</b> Students will be able to examine and take away some information from websites on the history and culture of certain American Indian Tribes.</p> <p><b>Above Proficiency:</b> Students will be able to examine and take away key information from websites on the history and culture of certain American Indian Tribes.</p> <p><b>Approaching/Emerging Proficiency:</b> Students will be able to examine and take away all information from websites on the history and culture of certain American Indian Tribes.</p> <p><b>Modalities/Learning Preferences:</b> This lesson will incorporate reading and social modalities, but also include small sections for musical/ auditory preferences</p>	
<b>Objective(s)</b> The students can recognize the differing tribal nations within the US such as the Cherokee, Navajo, Sioux, Chippewa, Choctaw, Apache, Iroquois, Creek, Blackfeet, Seminole, Huron, Lakota, Crow, Hopi, Inuit.			
<b>Bloom's Taxonomy Cognitive Level: Analyze</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will start the class as usual in their seats. They will remain in this way through the opening lecture, but they will then be split into smaller groups of 2-3 people each (they will count off to 11 like last time). Students will stay in these small groups for the rest of the lesson.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will adhere to normal classroom expectations as set by Mrs. Quale and the school. Students will also be expected to use the laptops and websites respectfully and fully within the guidelines of the lesson. I will also make it clear that this can be a more sensitive topic and they will show each other and the people were are learning about with respect.	
<b>Minutes</b>	<b>Procedures</b>		
<b>15</b>	<b>Set-up/Prep:</b> The list of websites to use will have to be put on Google Classroom. The PowerPoint will have to be put up and ready. And all of these sheets for the students will have to be printed and ready.		
<b>7</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> As students walk in, I will pull them to answer the question on the board and circle the area with marker. I will have at least 10 students do this. When the bell rings, Mrs. Quale and I will introduce class, as well as Dr. Cain who will be observing the lesson. We will then go back to the board and the question at hand. We will show the board and question and what some of the students guessed. I will ask to see if students have any other guesses and reveal the answer- North America. North America (before 1492) was home to around 30 language families. While most of Europe and Asia is home to only 9. These should be the jumping off point to talk about the diversity of the people and tribal nations that we are going to talk about. I will include a transition about talking about mostly only the East Coast so far in the class to talking about what is going on about the same time in the rest of America and Canada.		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> I will show the first real slide in the presentation. I will make it clear to the students that we are going to be respectful and mature about this topic. I will also bring up if anyone knows who the two men on the slide are and then explain them briefly (Sitting Bull and Chief Joseph). We will then dive into the slides about what the constitution actually says about Indian tribes, how that relationship works, and the number of federally recognized tribal nations within the US (which is more than actual nations on the planet). I will give a brief explanation of how tribal sovereignty/ nations works, as well as the difference between more specific and broad names for certain groups. We will then bring it on to the slide which asks the students which tribes they can name or are aware of. I will direct this process and also remind them of maturity and respect. Once we have come up with our list, I will change the slide to the tribes found on the test and what they will put on their foldables. We will go through these tribes and if they were already mentioned by the class. I will also explain that some on the list are more broad names for tribes (Sioux, Inuit, Iroquois) and some are more specific (Crow, Blackfeet). I will then pass out the worksheets that the students will do and research to learn more about each tribe and tell them that the websites they will use are on their google classroom, but not to get them out yet. I will tell them that we are going to split into groups of two, which we will do by counting off again.		

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<b>45</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Once everyone is in their correct groups (I'm sure we will have some hiccups here and it will take some rearranging). I will tell them to look at the worksheet and see which one is first. This will be the Sioux/ Lakota section and I will tell them that we will do this one together. I will remind them and demonstrate on the board that both terms can be somewhat broad and specific. We will go through this one together to show exactly what I am looking for in the worksheet. (bring up the map, Indian territory, Code talkers) I will then answer any questions that they have. Once this is done, it will be time for their small groups to work through these. I will recommend that they do not spend more than 5 minutes on each tribal group. I will be moving around from group to group answering questions and making sure everyone is on task. Certain questions asked by the students will be asked to the entire group.</p>	
<b>10</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>After everyone seems to be mostly wrapping up and the time is getting close to being done, I will bring them back up front to me and the board. I do not plan on going through the entire packet with the kids, but at least do one question from each of the tribes. First, I will ask and see if anyone has any questions or ones they did not understand/ get to? if they do, I will field the question to the rest of the class to see if they got it. Once we can answer at least once question from each group and have them write it next to each tribe on the board we will move into the foldable cut-out. In their small group with scissors and glue, they will cut out their small yellow piece of paper and write down each of the tribal names from the board on it and glue it into the correct place on their foldable.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          . I will be moving around from group to group answering questions and making sure everyone is on task. Certain questions asked by the students will be asked to the entire group. I also will be reminding them about the diversity of these groups as we brought up in the beginning. I also will be bringing up ideas to challenge their concepts or stereotypes of Native peoples (tipis, bison)</p> <p><b>Consideration for Back-up Plan:</b> If the class can not handle the computers and laptop- they will be given the original handouts instead and try to answer the WS questions from those.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> WS packet will be handed into me at the end of the lesson to ensure that students were getting the content.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> Civics Test Prep.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>		