

Lesson Plan Template

Grade: 11 th Grade		Subject: AP US History- Theodore Roosevelt Presidency	
Materials: Entrance and Exit Slip, Notebook, Pens		Technology Needed: Google Slides, iPads	
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)		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)	
Standard(s) US.6_12.1-6.E3.2 Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. US 6-12.1-6.E3.3 Explain the impact of the United States' transformation into an imperialist power.		Differentiation Below Proficiency: Students will show little to no growth on the entrance/ exit slips due to few questions being right. Students do not or struggle to participate in group discussions or modern connections. Above Proficiency: Students will show little to no growth on the entrance/ exit slips due to all of their answers being correct. Students participate in group discussions and easily make meaningful modern connections with the content Approaching/Emerging Proficiency: Students will show growth on the entrance/ exit slips. Students participate in group discussions and begin to make modern connections with the content. Modalities/Learning Preferences: Visual- Google slide presentation Auditory- Lecture Tactile- note taking and Entrance/exit slips	
Objective(s) Students will better understand the life of President Theodore Roosevelt and his impact on American politics and foreign relations Bloom's Taxonomy Cognitive Level: Apply and Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be expected to sit in their assigned seats and will conduct their entrance/ exit slips and small group discussions within their pre-determined small groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to maintain Mr. Jungling and Mandan High's behavioral expectations. This will include staying on task with the iPads and during group work.	
Minutes	Procedures		
15	Set-up/Prep: Roughly 70 of each entrance and exit slips will need to be printed out and ready to pass out before each class. The presentation will also need to be up on Google Slides and made accessible to the students.		
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) First, I will see what students have been discussing since I have been gone (about a week and half at this point). Students will be asked to skim through their notes and talk about what they have been discussing and then I will call on students to catch me up, but also as a review for themselves. Then we will move to one of the themes of this unit and the lesson as whole for that day. – How does the US balance business and freedom? I want them to be thinking about how we did this then and now in 2020.		
5	Explain: (concepts, procedures, vocabulary, etc.) Then before we dive head long into the lesson, I will pass out the Entrance/ Exit slips and the students will get a chance to fill those out and then hold on to them as they go through the lesson. The slip should gauge where they are during this lesson and I will also make it clear to them that these are not graded before and during this section. I will ask them not to change answers but to be thinking about the questions as we go through the lesson.		
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) We will then dive into the lecture and presentation on the life and presidency of Theodore Roosevelt. I will be refereeing back to the essential question as well as their entrance slips to keep them thinking and making connections as we go throughout the lesson. A big focus of the instruction will be that Roosevelt (also Taft and Wilson) backed ideas of progressivism and big government in order to balance out business and freedom stateside while doing nearly the opposite abroad- which will connect back to our lesson		

Lesson Plan Template

	<p>on Imperialism and the Spanish American War. Big questions we will looking at will include “why would big business want Roosevelt away from NY as the VP? Was it right for America to intervene in Latin America at this time? Etc.</p>	
<p>5</p>	<p>Review (wrap up and transition to next activity): After the lesson, we will go back to the entrance slips. I want them to look them over, and not change anything. We will then pass out the exit slips and give them time to reevaluate and write down their answers. If time allows, we will discuss their answers and who they see as the closest to Roosevelt in 2020. I will then collect both slips before they leave.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Entrance Slip, turn and talk, and check-ins revolving around “why would big business want Roosevelt away from NY as the VP? Was it right for America to intervene in Latin America at this time? Etc. and the essential question.</p> <p>Consideration for Back-up Plan: If we begin to run out of time. We will just simply do the exit slip and collect them as the bell rings and not do the final discussion.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Exit Slip and discussion.</p> <p>If applicable- overall unit, chapter, concept, etc.: Chapter 19</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		