

Lesson Plan

Grade: fifth	Subject: social studies
Materials: patriots/loyalists facts paper, white board markers	Technology Needed: computers
Instructional Strategies: € Direct instruction € Peer € Guided practice teaching/collaboration/ € Socratic Seminar cooperative learning € Learning Centers € Visuals/Graphic € Lecture organizers € Technology € PBL integration € Discussion/Debate € Other (list) € Modeling	Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology € Pairing/collaboration integration € Simulations/Scenarios € Imitation/R € Other (list) epeat/Mimi c Explain:
Standard(s) 5.H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period.	Differentiation Below Proficiency: <ul style="list-style-type: none"> ● Refer to the patriot/loyalist fact sheet examples we write down together ● Ask a peer or feed off a of peers decision for agreement or disagreement when looking at the different perspectives during the discussion of the two ● Use the introduction paragraph prompt for guidance to write theirs on their paper and google doc Above Proficiency: <ul style="list-style-type: none"> ● Lead the discussions between the patriot or loyalist ● Write their own examples on the fact worksheet ● Come up with multiple sentences and supports for their introduction paragraph Approaching/Emerging Proficiency: <ul style="list-style-type: none"> ● Provide facts for the class discussion between the patriots and loyalists ● Contribute to the facts worksheet and come up with some of their own examples ● Add more information to the start of their introduction paragraph Modalities/Learning Preferences: <ul style="list-style-type: none"> ● Visual - looking at the notes on the board, the facts worksheet, textbook ● Auditory - listening to the directions, listening to their peers on reviewing to Boston Massacre during the discussion, listen how I think through writing the introduction of a paper ● Tactile - moving around the room based on the different perspectives of the loyalist or patriots. Write and draw on the facts worksheet
Objective(s) By the end of the lesson, the students will compose a paragraph as to whether the patriots were murderers or the loyalists acted in self-defence during the Boston Massacre. The students will complete this by siding with either the patriots or the loyalists and then discussing why their party is "right". Bloom's Taxonomy Cognitive Level: creating	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> ● Attention getter <ul style="list-style-type: none"> ○ (give me ____, hold up ____ amount of fingers) ○ Eyes and ears on me in three, two, one ○ Back to your seats in five, ..., one ● Students will walk in front Mr. S's classroom and find a seat by a desk ● Students should have nothing on their desks besides a pencil and closed computer <ul style="list-style-type: none"> ○ if they have something on their desks, then I will ask the students if their job is to be listening or to have materials out right now ● Teacher will use the "give me __" method to gain the student's attention back to start cleaning up ● When students are moving around the room, they must walk at all time ● When students are free to share out their fact based argumentative points in a talking voice, not a screaming voice <ul style="list-style-type: none"> ○ Take turns talking with peers ● Teacher will share out how many minutes the students have left so they can pace themselves through the worksheet ● When i need to get the students attention back, I will call out "class, class" for them to reply "yes, yes" <ul style="list-style-type: none"> ○ Repeat if needed 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> ● Students will not blurt out when teacher is talking ● Students must have whole body listening (listening with their eyes and ears) ● When students are discussing their facts on the two sides of the room, they must be respectful towards one another ● Students must listen to their peers and not talk over top of them ● Students must not lay their heads on the desk when teacher is talking ● Students must raise their hands when they want to answer a question ● Students will work independently when they working on building the sentence I give them until we do turn and talks ● Students will work independently when they are working on their introduction paragraphs <ul style="list-style-type: none"> ○ Students may collaborate on the report, but they have to do their own work ● Students must be working, and if they have a question they may ask a neighbor for help or raise their hand so a teacher can help ● Students must come back to their seats and clean up when they are called in by the teacher
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● Divide the classroom into two sides. (patriots, loyalists) <ul style="list-style-type: none"> ○ Have posters hanging on the all with the patriot side and the loyalists side ● Print off all the patriot/loyalist face sheets ● Have the white board markers up front ● Have the computer projector/magnifier up
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● "Out of pop or gatorade, raise your hand if you like gatorade.... Raise your hand if you like..." <ul style="list-style-type: none"> ○ "Can someone who raised their hand for gatorade tell me why they like it better then pop" ● "Today you get to decide whether you think the the Boston Massacre was an act of self defense or murder." <ul style="list-style-type: none"> ○ "Who would say that it was an act of self defense? (loyalists) Who would say that it was a murder? (patriots)" "Why?" ● What was the Boston Massacre really about?
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● Vocabulary - patriots and loyalists perspectives/sides, Boston Massacre event ● "Learners today we are going to get into two groups. What two groups of people have we been talking about again? (patriots and loyalists) You get to decide which side is innocent. What does innocent mean again? Does it mean that you can go to one side based on what your friend thinks and not what you think? (No) Make sure the side you choose has facts to back you up." <ul style="list-style-type: none"> ○ Have the class split at this point

	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Once all the students are split into either one of the groups, then I will state, “Now as a group, we are going to go back and forth with a discussion as to why you are defending whether the patriots or loyalists were innocent based on facts that we’ve learned about.” <ul style="list-style-type: none"> ○ Students are able to switch to another group if they decide their original thought wasn’t correct or if they didn’t have ● We will go back and forth between facts for about 10 minutes with open discussion <ul style="list-style-type: none"> ○ If this isn’t working out, then I will call everyone to their desks write a T chart up on the board and have the class share out the facts for each side ● After we are done having the class discussion, then I will hand out the patriot and loyalist facts paper to all the students while they are walking back to their seats ● I use use the projector and magnifier to fill out a couple on each side for the patriots and the loyalists so students can reference these and add on to them <ul style="list-style-type: none"> ○ I will demonstrate thinking out loud like, “I am thinking back to when we divided into the two groups and I am thinking of something the patriot group said that I want to write down. “The loyalist planned murder because they had two bullets in the muskets to cause more harm to the patriots.” <ul style="list-style-type: none"> ■ Demonstrate this for both sides ○ After I do a few leave the students to fill in the other details they want to for the side they are choosing ○ Give the students about 5 minutes to fill this in. If they are done they can draw the pictures of the patriot or loyalist ● “Students, now that I see most of you are done with your work, (it’s okay if you’re not you can finish it after I tell you this next part) I want you to flip your paper over and you are going to write an introductory paragraph for the begging of a paper we are working towards doing.” <ul style="list-style-type: none"> ○ “What kinds of things do we need to incorporate in an introductory paragraph?” ○ “When we are writing the introductory paragraph, you are only going to write for the side you are choosing, either the loyalists or the patriots. You will state why they were innocent based on the facts we know.” ○ I will model something they could have chosen to do for one of the sides. ○ Give the children 10 minutes to work on this and write. <ul style="list-style-type: none"> ■ Call the students back if they don’t understand what to do or if they are struggling with writing something. ■ Prompt the students to add more details to their introductory paragraphs ○ “Students, now that you have a rough draft written on your paper, please pull out your computers and open to google docs.” <ul style="list-style-type: none"> ■ Have students name the google doc Boston Massacre ■ Have the students share the document with me ■ Have the students type their draft into the google doc and revise it on their computers ■ Students will get to work on this for another 10 minutes ● Call back the students with the “give me ___” <ul style="list-style-type: none"> ○ Wait for all the students to look at me and take their hands off the computers ○ Ask the students to close their computers and tell them that we will be continuing to work on this paper and looking at the two sides of the Boston Massacre
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Today learners separated between patriots and loyalists and looked at their two different perspectives. Can someone tell me a key fact from the patriot side? Can someone tell me a key fact for the loyalist side?” <ul style="list-style-type: none"> ○ After the discussion, I will have the student pack of their homework and line up at the door
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p>

in strategies, etc.

- Writing on the patriot and loyalist fact sheet, argumentative facts for why they choose to side with the patriots or loyalists.

Consideration for Back-up Plan:

- Make a T chart for me to write on on the white board instead of discussing back and forth
- If the students are having a hard time writing for the patriot/loyalist fact sheet, go through examples together to write on the worksheet
- Work through a introductory paragraph together so they have that modeled for them

- Sharing their google doc with me that includes an introductory paragraph about the Boston Massacre and details on why they choose and side with either the patriots and loyalists.

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

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

Out of the four lessons I thought this round of practicum, this lesson went from being one of my favorites to one of my least favorite quickly. What I thought really went well was the movement and class discussion. I didn't have to prompt questions for the students or have to let a student know they need to let others have a turn. Everyone participated during this activity and the students showed they wanted to talk next by raising their hand which I didn't initially plan on. The groups discussed different points back and forth so it was interesting to hear and to see their points of view. Some students even used other's ideas and built upon them which was fun to see. During the lesson, there were also a couple students who said they felt neutral about whether the loyalists or patriots started the Boston Massacre which was interesting. They then created their own section of the room to stand and discuss different points. I appreciated that some students felt comfortable enough to create their own group. Another part of the lesson where I could tell the students were actively engaged was when some students switched sides depending on their peer's agreements based on the facts. This showed me that they were listening and thinking about what their peers were saying. Something I would have changed during this portion of the lesson was having the students after the discussion, each write up 3 main points as to why they chose the side they did on the white board. This would have helped the students when they wrote the introduction of their paper. The next part of my lesson is where it got a little wonky. I fell into the trap of explaining too much about the fact sheet and bouncing back and forth between the two sides that I confused myself as well as the students. I apologized and then restarted my expectations for the students more clearly. I found this is an area that I really need to work on when I am teaching upper elementary and content. I feel like there is so much more information and the content is deeper so I word vomit and confuse the students. A tip I learned from my practicum teacher is to practice the lesson ahead of time and speak out loud the expectations and directions I want the students to do. I plan to do this for my next lessons. I would say my lesson started strong and then my teaching skills went down hill midway through the lesson. Now looking back I see some more areas where I need to grow as a teacher.

PATRIOTS

LOYALISTS