

Lesson Plan Template

Date: 10/1/18

Melissa Mehlhoff

Grade: 5 th Grade		Subject: Social Studies					
Materials:		Technology Needed:					
<ul style="list-style-type: none"> • Revolutionary War Bookmark • Revolutionary War Fact Sheet • Timeline Paper • Highlighter • Scissors • Glue • Colored Pencils 		<ul style="list-style-type: none"> • Laptop/Chromebooks • Projector 					
Instructional Strategies:		Guided Practices and Concrete Application:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>		<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)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>		<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<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)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling						
<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic						
Standard(s)		Differentiation					
<ul style="list-style-type: none"> • 5.1.4 Construct and interpret timelines of key events in United States history' 		<p>Below Proficiency: Students will receive assistance from a paraprofessional when researching five historical events to add to their timeline.</p> <p>Above Proficiency: Students will research ten historical events and add them to their timeline.</p> <p>Approaching/Emerging Proficiency: Students will research five historical events and add them to their timeline.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will be presented with an example of a timeline. Students will watch the video clip. Students will see the visual representation of a timeline. Students will be creating a Pocket Book filled with information they have learned about the Revolutionary War. • Auditory: Students will listen to the video on the Revolutionary War. Students will listen to the teacher explain directions. Students will be discussing historical events with their group. • Textile: Students will be cutting out different components of their History Pocketbook and pasting the pictures in the Pocketbook. 					
Objective(s)							
<p>By the end of the lesson, students will apply their knowledge of timelines by placing major events in the Revolutionary War on a timeline.</p> <p>Bloom's Taxonomy Cognitive Level: III. Applying</p>							
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)					
<ul style="list-style-type: none"> • Students will be respectful to their classmates and their teacher. • Students will raise their hand when they want to speak. • Students will use their walking feet in the classroom. • Students will speak at a level 2 voice unless otherwise specified. • Students will use their school materials in a responsible manner. 		<ul style="list-style-type: none"> • Students will wait to begin their History Pocketbook when the teacher is done explaining the directions. • Students will raise their hand to share their answer with the class. • Students will be respectful when working in groups. • Students will use their own work in their timeline. 					
Minutes	Procedures						
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • The teacher will need to ensure the YouTube video is set up and ready to be played on the projector. • The teacher will need to have the fact sheets and timelines printed before class. • The teacher will write the supplies needed for the lesson on the whiteboard. 						

Lesson Plan Template

Date: 10/1/18

Melissa Mehlhoff

5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none">• “We are going to begin a “History Pocket” on the Revolutionary War which I am so excited about because the Revolutionary War was the birth of our nation. To introduce us to some of the major events of the Revolutionary War, I am going to show a small clip from a show I watched when I was your age called <i>Liberty Kids</i>. The show is about the Revolutionary War from the perspective of kids just like you. The setting for this video clip is right before the beginning of the Revolutionary War. Pay attention to the historical events that occur in the video because you are going to share them with the class.”• The teacher will show the video clip on the Projector.• “With a partner next to you, I want you to share an important event that occurred during the video.”• The teacher will let students talk with their partner for thirty seconds. Then, he/she will call the class back together.• “Who would like to share an important event that occurred during the video?” The teacher will call on two to three students to share the historical event they observed in the video.• “Today, we are going to learn about some of the important historical events that occurred in the Revolutionary War and record them on a timeline.”
20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">• “Before, we can begin the timelines we need to do some research. I have a bookmark and a fact sheet for us to go over with information on the Revolutionary War.”• The teacher will hand out copies of the bookmark and fact sheet to the students.• The teacher will put students in groups of three to read the information and highlight important historical events during the Revolutionary War.• “You need to take turns reading the handouts together. While you are reading the information, I want you to highlight important historical events and their date to include in your Revolutionary War timeline. When you are finished, we are going to discuss some of the important historical events that occurred during the Revolutionary War as a class.• After the students have read the hand-outs, the teacher will have students share the important historical events they read about in the fact sheets.• “I have a timeline that has some of the important historical events already labeled. I want you to put together the different pieces of the timeline together and color them.”• “Timelines allow us to see chronologically when events occurred during a certain time period. They are important because they allow us to look at the change that occurs over a certain amount of time. A timeline is arranged in numerical order, so historical events are placed in order by the date they occurred. Timeliness also contain a short phrase depicting what occurred at that point in time. Is there anything else you notice about timelines?”• The teacher will allow students time to share what else they noticed about the timeline.• “If you have important historical events that are not already on the American Revolution timeline, I want you to include them in your timeline. Remember, when we are adding dates to a timeline, they need to be in numerical order. We don’t place an event that occurred in July of 1776 before an event that occurred in April of 1775.”
15	<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">• “Now that you are aware of what timeliness are and how they are arranged. I want you to go to the website I have written on the board using your Chromebooks and add five events to the timeline. Remember, they need to be arranged correctly on the timeline.”• The teacher will allow student enough time to add five important historical events that occurred during the Revolutionary War in their timeline. The teacher will walk around the room to assess students’ understanding of timelines and answer any of their questions.
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• “Today, we began learning about the American Revolution and some of the important events that occurred during the time period. We showed our understanding of the American Revolution by organizing the events in a timeline.”• “Who would like to share a historical event during the Revolutionary War and when it occurred?” The teacher will call on a few students to share what they learned about the American Revolution.• “Who can tell me what a timeline is and why it is important?” The teacher will call on one or two students to share their response.• “How are timeliness organized?” The teacher will call on one student.• “Great work today, students! You may put away your supplies appropriately and get ready for your next class.”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?)• The teacher will walk around the room and observe the students work on their timeline.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• The students will hand in their timeliness for the teacher to record their understanding.

Lesson Plan Template

Date: 10/1/18

Melissa Mehlhoff

- The teacher will check for understanding by asking students questions about their work.

- At the end of the unit, the students will show their complete American Revolution Pocket Book to the teacher and share the knowledge they acquired throughout the unit.

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

Since the fifth grade is split into 5A and 5B, I was able to teach the lesson twice which I appreciated.

When I can teach a lesson twice, I can change the format of my lesson to make it better for the next class. I taught the fifth-grade class about timelines by recording important events in the American Revolution. I introduced the lesson by sharing my excitement about the Revolutionary War which I believe inspired students. I also showed a *Liberty Kids* video where the characters experienced the Boston Tea Party. The students really enjoyed the video clip and wanted to continue watching the show.

During the explain portion of the lesson, I had students read a fact sheet that contained an overview of events that occurred during the American Revolution. I think it was important for students to read about the major events of the War to fill out a timeline on the American Revolution. I had the students highlight important historical events and dates they read which I thought the students did great. However, it took longer for the students to read than expected. If I could reteach this lesson, I would split the lesson into two parts by having students learn about important events during the American Revolution, then have the students place the important historical events on a timeline for the next lesson.

During the explain portion of my lesson, I needed to stress the importance of timelines to the class. I would have let the students “in on the secret” on timelines and why they are important for understanding history. I did mention this during the lesson, but I could have emphasized this concept more. If taught again, I would have had the class create a timeline on important events that happened in the student’s lives. We would go over the major components of the timeline in more depth also. I think this would help relate the lesson to the students more and get them engaged in the lesson. Also, the students would have a reference when creating their own timeline on the American Revolution.

After having the students read the fact sheet, I had students share important events that occurred during the American Revolution. The students comprehended the fact sheets and were able to easily recall major events. Then, we moved onto to putting together a timeline that came with the American Revolution Pocket Book. Although the timeline was a great resource for students, I would have had students use this as an example to refer too when creating their own timeline. It was difficult for students to add additional historical events to this timeline because it was full of other historical events and didn't allow students to add events that occurred before the American Revolution.

I believe the website I gave students was helpful in having students find historical events to add to their American Revolution timeline. Even though the URL was long, the students were able to get to the website and find major historical events that related to the American Revolution. I also did stress not just copying what is written on the website because it is plagiarism which I think students need to understand at a young age. I think five major historical events was a good number of historical events for students to add to their timeline within the class time.

Overall, the lesson needed more stress on the importance of historical events, or as Mr. Conlon stated, "Letting the students in on the secret." Mr. Conlon also gave me great advice to make my introduction and conclusion strong because it is what students are going to remember. Although I did conclude the lesson with a small recap of what we learned. I could have reviewed the importance of timelines and structure of timelines in more depth. I also would have had students share the major historical events they added to their timeline. Mrs. Naslund gave me a great tip to write the supplies students needed during the lesson which helped the lesson get onto a great start. The students were eager to learn about the American Revolution which made the lesson fun to teach, and the students stayed engaged throughout the lesson. I just had a lot of activities in my lesson and needed to be simplified.