

Lesson Plan Template

Grade: 6		Subject: Native American/North Dakota Studies	
Materials: Suitcase materials, writing utensil		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input 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 type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) US.6_12.1 Analyze primary and secondary sources with attention to reliability, impact, and purpose.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: Bodily-Kinesthetic learners will excel in this assignment because they will be given the opportunity to move around and experience the lesson in a hands-on fashion. Auditory through direction, instruction, and discussion	
Objective(s) Students will be able to understand and describe the daily lives of North Dakota's first people. Bloom's Taxonomy Cognitive Level: Understand, apply, analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) The class will be split up into three equal groups and shown to one of the three stations. After ten minutes, the groups will rotate to the next station.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to rotate around the three stations quickly and quietly while adhering to the classroom rules.	
Minutes	Procedures		
3	Set-up/Prep: Stations will be set up prior to class start time. This is a group activity that involves 6 educators split into 3 groups of 2.		
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) This will be the time our group leaders will introduce the lesson to the class and then break up into small groups.		
0	Explain: (concepts, procedures, vocabulary, etc.) Concepts/vocabulary/etc. will be explained during group rotations during the group time since they are all different		
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This is where our group will split up and work with the other groups in explaining the daily lives in North Dakota's first people using the contents of our suitcases as the basis. Small groups will rotate and go to each of our groups before the end of the lesson so that they can see all the content.		
10	Review (wrap up and transition to next activity): This will be the conclusion of the lesson. The closing piece will begin with the Q&A. Timothy will facilitate the Q&A, although anyone can answer questions. During this time, the class can finish up their rubrics, if they did not complete them earlier.		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Group leaders will be in charge of asking clarifying questions to students in their groups while they are with them, such as "Would you like to hold/try ___?" "Would you like another example?" "Does it make sense why the Native People did/used this?" Consideration for Back-up Plan: We will have a PowerPoint presentation with all of the groups' information and will present the PowerPoint to the class as a whole.		Summative Assessment (linked back to objectives) End of lesson: Assessment will be based on participation in the three groups and successful completion of the rubric with comments attached. If applicable- overall unit, chapter, concept, etc.: N/A	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			

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