

Lesson Plan Template

Grade: 6		Subject: Social Studies	
Materials: Pencil, Good Guy Bad Guy WRKST		Technology Needed: Laptop	
Instructional Strategies: ⇨ Direct instruction ⇨ Peer teaching/collaboration/ ⇨ Guided practice cooperative learning ⇨ Socratic Seminar ⇨ Visuals/Graphic organizers ⇨ Learning Centers ⇨ PBL ⇨ Lecture ⇨ Discussion/Debate ⇨ Technology integration ⇨ Modeling ⇨ Other (list)		Guided Practices and Concrete Application: ⇨ Large group activity ⇨ Hands-on ⇨ Independent activity ⇨ Technology integration ⇨ Pairing/collaboration ⇨ Imitation/Repeat/Mimic ⇨ Simulations/Scenarios ⇨ Other (list) Explain: Students will be introduced to Julius and Augustus Caesar and given information to complete their worksheet they will use for the debate	
Standard(s) WH.6_12.3 Analyze the effects of different political systems on people. WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals.		Differentiation Below Proficiency: Students below proficiency can be given the teacher version of the worksheet with some of the key ideas already on it. Other students below proficiency may not need the teacher version, but instead some close monitoring and encouragement. Above Proficiency: Students above proficiency can be challenged to apply what they think about the leaders or facts they have on their worksheets into potential talking points for the debate. Get them thinking ahead for why they need this information. Also encourage them to share and communicate their ideas with others. Approaching/Emerging Proficiency: Students approaching proficiency need to be encouraged to take good notes and focus on the reasons why one leader would be good or bad. Progress will be monitored as they hand in their worksheets at the end of each class. Modalities/Learning Preferences: Visual, interpersonal, linguistic	
Objective(s) By the end of the lesson students will begin to develop their understanding of the impacts that the different leadership styles of the two Caesars had on the people of Rome. Bloom's Taxonomy Cognitive Level: Understanding, Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be reminded of classroom procedures to put away notebooks and things and bring the essentials to their tables for the lesson. When students transition to chatting with the class or at their tables they will be reminded about the need to bring their attention back to the teacher to further the lesson.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to focus on the instruction from the teacher during the lesson. Additionally, students will need to be able to communicate appropriately with the teacher and classmates during table discussions.	
Minutes	Procedures		
2	Set-up/Prep: Open power point, get students with materials in their spots and ready for learning. Address the future debate and the importance of the days lesson.		
5-8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Go over the lesson from the previous day on Julius Caesar. Ask students to share things they wrote on their sheets, why they liked him, what made him good what made him bad. Gauge which students would prefer to be on the Julius side for the debate. Ask how they are feeling for the debate, what are some questions they have about it.		
15-20	Explain: (concepts, procedures, vocabulary, etc.) Start where the class left off on the Julius/Augustus Caesar power point. With the objective to present all necessary information students will need for the debate. Use the explanation video to draw in student interest expanding on the key points that again will be needed for the debate. Focus on challenging students to change their perspectives so that they are more prepared for the debate.		
10-15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will explore by discussing what they learned or wrote down from the power point on their worksheets for about 5 minutes. Then come back to a whole class discussion with points they discussed at their tables to ensure the relevant and important		

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	information is on their sheets.
2	<p>Review (wrap up and transition to next activity): Students will turn in their worksheets so they do not get lost. Push in chairs and wipe down tables for the next class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will be monitored in multiple ways. Reporting what the discussed about the material. Listening to what they are discussing and the turning in of their worksheets.</p> <p>Consideration for Back-up Plan: For a back up plan, students could go into their books and read sections on Rome and its leaders. While reading students should look for and write notes about what they thought was good or bad about each leader.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson students will be able to verbally communicate one good and one bad point about one of the Caesars. Additionally, students should be understanding what these pros/cons had on the people of Rome, linking back to the standards.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, the lesson went well. Students were engaged as they knew the importance or reasoning for the instruction was to prepare them for the debate. We learned specifically about Augustus Caesar and his impacts, students demonstrated the ability to examine both good and bad things he did and the impacts of them through our class discussions. If I were to teach this again I would require an exit ticket that would be whats one new thing or the most important thing you learned about in today's class to informally get them thinking ahead about why these impacts are important. Additionally, I would focus on asking good questions that could come up in the debate while encouraging students to have reasons to back up their thoughts.</p>	