

Lesson Plan Template

	Class discussion: Why was the homestead act passed? Why might the government have wanted to give the land away for 'free'? (think back to context!)	
10	Review (wrap up and transition to next activity): What did you find most interesting or surprising today? (exit slip) Assignment for next class period: Pages 142-144 Conflicts with Native Americans The purpose of this reading is to understand the conflicts that occurred between Native Americans and the US government. As you read, write down how you think Settlers viewed Native Americans, and how you think Native Americans viewed the Settlers. This information will be the basis for our discussion tomorrow.	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. posing questions to students throughout the lesson exit slip Consideration for Back-up Plan: This lesson might go long and go into the next day	Summative Assessment (linked back to objectives) End of lesson: N/A If applicable- overall unit, chapter, concept, etc.: Homesteading portfolio and test	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		
DAY 2:		
Grade: 8	Subject: ND/US History	
Materials: Analyze a visual image handout	Technology Needed: Powerpoint	
Instructional Strategies: X Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar x Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture X Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: X Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration X Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota. ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information. North Dakota Native American Essential Understandings: (ND.6_12.4.2 Analyze European exploration and early settlement of North Dakota and its impact on Native American groups.)	Differentiation Below Proficiency: These students will need to be guided carefully through the discussion and the activity Above Proficiency: These student will be able to analyze the image and understand the deeper meaning of the image in the context of the lesson. Approaching/Emerging Proficiency: These students will need some scaffolding and prompting but will ultimately be successful in both the activity and the discussions Modalities/Learning Preferences: This lesson will be great for visual learners and will also be good for interpersonal learners.	
Objective(s) I can explain how interactions between Native Americans and Europeans in the Midwest during this period affected both parties in positive and negative ways. I can analyze a visual image using a graphic organizer		
Bloom's Taxonomy Cognitive Level: analyze, understand, evaluate		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will start out in their desks but we may move desks to a more discussion friendly arrangement if necessary	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students must be respectful of their classmate's contributions at all times. Students will raise their hands during the discussion so it can be moderated	
Minutes	Procedures	

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	<p>Set-up/Prep: Students need to complete the following assignment before class- Pages 142-144 Conflicts with Native Americans</p> <p>The purpose of this reading is to understand the conflicts that occurred between Native Americans and the US government. As you read, write down how you think Settlers viewed Native Americans, and how you think Native Americans viewed the Settlers.</p> <p>Print copies of graphic organizer for students</p>	
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Opening discussion with entire class. How did settlers view Native Americans? How did Native Americans view settlers? Students will bring their notes from reading and will be able to contribute by either reading their pre-written response or it may turn into more of a conversation.</p>	
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Existing tensions between settlers and Native Americans, with a focus on the following events: Battle of the Little Bighorn (1876) and the Dawes Act (1887) and why these tensions exist.</p> <p>We will talk about who was at fault and how homesteading affected Native Americans</p> <p>Vocabulary: Reservation, Treaty</p>	
25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>What assumptions do you think were made concerning Native Americans by white settlers?</p> <p>Analyzing a visual image: American Progress by John Gast, 1872.</p> <p>What do students notice about the image as a whole, upon first glance?</p> <p style="padding-left: 40px;">Students will divide a sheet of paper into four corners and write a down what they notice about each section of the image in that corner.</p> <p style="padding-left: 40px;">Finally, students are going to write down what they think the image as a whole is saying.</p> <p style="padding-left: 40px;">As a class, we will discuss harmful assumptions that were made by John Gast in the painting.</p> <p style="padding-left: 40px;">What is the painting saying?</p> <p>(Class discussion)</p>	
5-10	<p>Review (wrap up and transition to next activity):</p> <p>Exist slip: Based on what you know, how were these assumptions harmful?</p> <p>In your notes, write down any questions you have or topics you would like to discuss in more depth.</p>	
<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?) <p>Students will contribute their thoughts throughout the lesson.</p> <p>Exit slip will be utilized.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>N/A for this lesson</p> <p>Will be next week</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

DAY 3:

Grade: 8	Subject: ND History					
Materials:	Technology Needed: Powerpoint					
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Direct instruction <input checked="" 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%; border: none;"> <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 checked="" type="checkbox"/> Direct instruction <input checked="" 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	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) </td> <td style="width: 50%; border: none;"> <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 checked="" 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
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<p>Standard(s)</p> <p>ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota.</p>	<p>Differentiation</p> <p>Below Proficiency:</p>					

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<p>ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information: platbooks</p>		<p>These students may have a difficult time identifying quarters and will need more time. They can be paired with students above proficiency so they can ask for help if they need it.</p> <p>Above Proficiency: These students will be able to complete the activity with little to no help and can assist their peers. I will give them a chance to complete their practice before helping peers</p> <p>Approaching/Emerging Proficiency: These students will need some scaffolding but will be able to reach proficiency without extra help</p> <p>Modalities/Learning Preferences: This lesson is good for students who like to learn by doing. They will be able to practice a skill.</p>
<p>Objective(s)SWBAT Identify quarters of land using cardinal directions and knowledge of townships. Explain how the challenges of isolation were addressed by homesteaders, including loneliness and lack of religious and medical services, and how these challenges affected the lives of homesteaders Explain how homesteaders worked together to make success more achievable.</p> <p>Bloom's Taxonomy Cognitive Level: remember, understand, apply</p>		
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in their regular desks for the lesson, but will participate in discussion and may be able to help their peers.</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to share their thoughts and participate in discussion through contributions, taking notes, and answering questions.</p>
Minutes	Procedures	
	Set-up/Prep: double-check powerpoint, print copies of notes/fill-in chart for students	
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Homesteading review: fast facts and questions Answering questions from exit slips If you could fly anywhere in the world and spend 24 hours there all expenses paid with your safety guaranteed, where would you go? When you're on the plane and look out the window, what do you see? What does this have to do with homesteading? How is land divided?</p>	
10	<p>Explain: (concepts, procedures, vocabulary, etc.) Today's activities and discussion will help you with your homesteading portfolio that we will start tomorrow What does a homestead actually look like? Sections and acres: what is a section and what does it look like? Demonstration of how to identify and name sections: hand out notes/worksheet for student practice</p>	
15-20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will practice identifying parts of sections Students will have a guided discussion about what homesteads looked like; what was important to consider when choosing land? What buildings do you need on your homestead? How does the isolation homesteaders experienced compare to what we are experiencing now? What might some of the challenges of homesteading be? Why was cooperation and collaboration important?</p>	
10	<p>Review (wrap up and transition to next activity): Continue reviewing questions from days 1-3 if necessary Allow students to ask more questions for review and keep practicing naming sections with google earth screenshot</p>	
<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?) <p>Ask students questions throughout the lesson to determine if they understand the material.</p>		<p>Summative Assessment (linked back to objectives, END of learning) Homesteading portfolio</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

DAY 4

Grade: 8	Subject: ND/US history
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	<p>Students will create a plan for how they are going to complete their homesteading portfolio and fill out the planning worksheet. They must hand it in before leaving class (exit slip).</p> <p>If there is time, students will be able to begin brainstorming with their groups.</p>	
10	<p>Review (wrap up and transition to next activity): Students will be asked to think of ideas for their project overnight, but there will be no official assignment. Students will be asked to turn in their exit slips which I will check on the way out the door. If there is a student who has not completed the exit slip, they will be asked to talk with me so we can get it figured out together.</p>	
<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?) <p>Students will turn in their planning sheet for my approval before beginning work on their project.</p>	<p>Summative Assessment (linked back to objectives, END of learning) End of unit</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

DAY 5

Grade: 8		Subject: ND/US history																																
Materials: Students will need their textbooks and possibly computers		Technology Needed: computers for student research																																
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td style="text-align: center;">X</td> <td>Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td></td> <td>Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/></td> <td>PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/></td> <td>Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/></td> <td>Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> <td></td> </tr> </table>		<input type="checkbox"/> Direct instruction	X	Peer teaching/collaboration/ cooperative learning	<input type="checkbox"/> Guided practice		Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/>	PBL	<input 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"/>		<input type="checkbox"/> Other (list)			<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td>X Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td>X Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>		<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	X Independent activity	<input type="checkbox"/> Technology integration	X Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<p>Standard(s) ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota. Guiding topics: Homestead Act, Timber Culture Act, preemption, immigration, development of the railroad ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information. Guiding topics: Journals and maps of Lewis and Clark Expedition, Homestead Act, Treaty of Ft. Laramie, township and range, North Dakota Constitution, township plat book, North Dakota Native American Essential Understandings</p>		<p>Differentiation</p> <p>Below Proficiency: These students may need guidance about what sites to consider looking at and how to best complete their chosen projects</p> <p>Above Proficiency: These students will be able to work independently and/or lead their groups</p> <p>Approaching/Emerging Proficiency: These students may need some assistance but will be able to work fairly independently, asking questions when necessary.</p> <p>Modalities/Learning Preferences: This project is highly differentiated for different learning preferences. All students should be able to find something to fit their style of learning.</p>																																
<p>Objective(s) I can work with my group to make significant progress on our portfolio projects I can research to create a homesteading portfolio of artifacts based on my interests. My portfolio addresses major challenges of homesteading, reasons settlers moved to North Dakota, and the importance of community to homesteaders.</p> <p>Bloom's Taxonomy Cognitive Level: understand, create</p>																																		

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<p>ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information. Guiding topics: Journals and maps of Lewis and Clark Expedition, Homestead Act, Treaty of Ft. Laramie, township and range, North Dakota Constitution, township plat book, North Dakota Native American Essential Understandings</p>		<p>These students may be off task because they don't know what they should be doing and may need more attention from me during work time</p> <p>Above Proficiency: These students will be able to work independently without much assistance from me during work time.</p> <p>Approaching/Emerging Proficiency: These students will need some help from me during work time but should be able to work effectively on their own</p> <p>Modalities/Learning Preferences: Students have choice about which activities they wanted to complete for the portfolio and could choose the activities that might benefit them the most and that they would enjoy completing.</p>
<p>Objective(s) I can communicate effectively with my group members I can research to create a homesteading portfolio of artifacts based on my interests. My portfolio addresses major challenges of homesteading, reasons settlers moved to North Dakota, and the importance of community to homesteaders. I can write explanations of each part of my portfolio for how my projects meet the above criteria, and evaluate my own portfolio based on the rubric provided</p> <p>Bloom's Taxonomy Cognitive Level: create</p>		
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Start as a whole class and then move into collaborative groups. Students can move desks, as necessary.</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students need to be respectful of their peers in terms of volume level and staying on task throughout class.</p>
Minutes	Procedures	
	<p>Set-up/Prep: Have extra resources available for students- textbooks, extra copies, etc.</p>	
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Allow time for questions about the rubric or project as a whole Give students time to form their groups</p>	
	<p>Explain: (concepts, procedures, vocabulary, etc.) Give groups time to consult with their groups</p>	
35	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students work on their collaborative projects and ask questions when necessary. I will walk around the classroom and check in with every group. Students will make a plan for the next day, their last day of work time as a group. They will add this to their student progress log. Prompt students to evaluate their own work based on the rubric.</p>	
10	<p>Review (wrap up and transition to next activity): Bring the class back together: ask any questions that would benefit everyone Each individual student will add to their progress log: which parts of their project did they work on, and how did it go? What do they need help with the next work day? What are they planning to work on next? Anything else I should know about your projects? [Same as previous day]</p>	
<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?) Monitoring progress and walking around throughout the lesson to answer questions Exit slips 		<p>Summative Assessment (linked back to objectives, END of learning)</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

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<ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>I will walk around and monitor each group and do check-ins to make sure they are on task and have all the information they need to work effectively.</p>	<p>Days 9 and 10</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

DAY 8

Grade: 8	Subject: ND studies/US history
Materials: music instruments/skit props	Technology Needed:
Instructional Strategies: <ul style="list-style-type: none"> <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: student presentations <ul style="list-style-type: none"> <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 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota. Guiding topics: Homestead Act, Timber Culture Act, preemption, immigration, development of the railroad ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information. Guiding topics: Journals and maps of Lewis and Clark Expedition, Homestead Act, Treaty of Ft. Laramie, township and range, North Dakota Constitution, township plat book, North Dakota Native American Essential Understandings	Differentiation Below Proficiency: These students will see on a basic level how their presentation and their classmate's presentations add to class content, but may struggle with presentation Above Proficiency: These students will give excellent well-thought out presentations that connect well to class content Approaching/Emerging Proficiency: These students will give relevant presentations that connect to class content Modalities/Learning Preferences: This lesson will reach students who enjoy active learning the most benefit while students who are more shy might struggle. All students should benefit from watching their peers present their learning.
Objective(s) I can present my learning to my peers in an appropriate song, skit, or other presentation. I can answer questions from my teacher and peers about my presentation and explain my thinking about my presentation I am respectful when my peers are presenting, and I ask questions to better understand my peer's presentations.	
Bloom's Taxonomy Cognitive Level: apply	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be expected to be respectful of their peers during presentations and will need to be well prepared for their own presentation.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will need to be attentive to the presentations of their peers. They will be expected to be supportive as well.
Minutes	Procedures
	Set-up/Prep: Open area in the classroom for presentations
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We will establish an order of presentation for the day. Students who brought in props or musical instruments will be prioritized. Students will be given a couple minutes to meet with their group and make any last-minute adjustments and write themselves an introduction.
5	Explain: (concepts, procedures, vocabulary, etc.) Process for presentation: Students who are next are allowed to get prepared in the hallway during the presentation right before them. Students will introduce themselves using the following criteria: names of group members, what type of presentation they will be doing, and any context necessary for understanding their performance.

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35	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will present their projects. I will ask students any necessary questions to check for understanding after their presentation. Students who are not presenting will need to listen attentively and take notes. They will be welcome and encouraged to ask appropriate questions after each presentation.</p>
5	<p>Review (wrap up and transition to next activity): Remind students of their assignment for the next day to bring in a question or two to ask for the review day.</p>
<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?) We will be watching student presentations. <p>Backup plan: If we run out of presentations and still have class time, students will be given time to review their notes and work on their review questions for the next day.</p>	<p>Summative Assessment (linked back to objectives, END of learning) Students are presenting their portfolios.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

DAY 9

Grade: 8	Subject: ND/US History				
Materials: Students need paper and pen/pencil	Technology Needed: n/a				
<p>Instructional Strategies:</p> <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 X Other: Student-centered review </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 X Other: Student-centered review	<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	<p>Guided Practices and Concrete Application:</p> <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 checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </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>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<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 X Other: Student-centered review	<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 checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p>Standard(s) ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota. Guiding topics: Homestead Act, Timber Culture Act, preemption, immigration, development of the railroad ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information. Guiding topics: Journals and maps of Lewis and Clark Expedition, Homestead Act, Treaty of Ft. Laramie, township and range, North Dakota Constitution, township plat book, North Dakota Native American Essential Understandings</p>	<p>Differentiation</p> <p>Below Proficiency: Students below proficiency may not feel comfortable asking questions and may find contributing to discussion difficult. This is why they need to bring one prepared question.</p> <p>Above Proficiency: These students will be expected to ask deeper thinking questions that generate good class discussion and will be able to contribute answers to the questions of their classmates.</p> <p>Approaching/Emerging Proficiency: These students will ask good questions and may be able to help answer their classmate's questions.</p> <p>Modalities/Learning Preferences: The student presentations are their assignment of choice and can be anything from a song to a skit and can be individual or group. The review portion of class will be best for students who like to learn from discussion with one another.</p>				
<p>Objective(s) I can present my homesteading portfolio to share my knowledge with my classmates I can ask questions that help my classmates and I come to a greater understanding of the content I can help answer the questions of my classmates in discussion.</p>					
<p>Bloom's Taxonomy Cognitive Level: apply, analyze, evaluate</p>					

Lesson Plan Template

Classroom Management- (grouping(s), movement/transitions, etc.) We will start out with student presentations, then move into student-centered review. We will start review as a whole class by making a list of questions and then prioritize them by how many students want answers to each question. From there we might split into groups where students discuss their questions with one another		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) All students are expected to have at least one question prepared to ask so the review goes smoothly.	
Minutes	Procedures		
	Set-up/Prep: Bring a copy of exam to quiz students on questions if they don't bring enough questions to fill class time after student presentations.		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Finish student presentations if necessary		
5-10	Explain: (concepts, procedures, vocabulary, etc.) Students will ask their questions and we will make a mass review list that also includes questions added by me that students need to know for the exam. Then we will prioritize the questions based on what students need the most help with.		
20-30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) We will begin the review process as a whole group, discussing the most important questions first, and making our way through the list. As students get their questions answered, they will be given the opportunity to move into groups to continue their review more independently. I will continue to check in with all the groups to ensure they are on task.		
2	Review (wrap up and transition to next activity): Tell students to email me any further questions or bring them for the first 5 minutes of class the next day.		
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) Students will be continually giving me feedback through their participation in discussion and their answers to review questions.		Summative Assessment (linked back to objectives, END of learning) Will occur the next day	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			

DAY 10

Grade: 8	Subject: ND/US History		
Materials: TESTS printed	Technology Needed: None		
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 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: Summative X Assessment		Guided Practices and Concrete Application: <input 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)	Differentiation		

Lesson Plan Template

<p>ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota. Guiding topics: Homestead Act, Timber Culture Act, preemption, immigration, development of the railroad</p> <p>ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information. Guiding topics: Journals and maps of Lewis and Clark Expedition, Homestead Act, Treaty of Ft. Laramie, township and range, North Dakota Constitution, township plat book, North Dakota Native American Essential Understandings</p>		<p>Below Proficiency: Accommodations will be made as necessary for students below level.</p> <p>Above Proficiency: These students should be able to complete the test thoroughly and accurately</p> <p>Approaching/Emerging Proficiency: These students will complete the exam at a satisfactory level of accuracy.</p> <p>Modalities/Learning Preferences: This day is an assessment of how well students mastered the material, and includes multiple types of questions including multiple choice, matching, fill in the blank, and short answer.</p>
<p>Objective(s) The learner will demonstrate their mastery of the homesteading era in the form of a written summative assessment. Students will complete a variety of types of questions including true/false, matching, multiple choice, and fill in the blank as well as open-ended.</p> <p>Bloom's Taxonomy Cognitive Level: Apply</p>		
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be seated individually, far enough apart to discourage cheating or copying.</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students must remain in their desks and maintain silence after they have finished their exam. They may get a head start on the reading assignment for the next chapter or spend time on the comic strip at the end of the test. They can also read silently or work on other homework. ABSOLUTELY NO PHONES</p>
Minutes	Procedures	
	<p>Set-up/Prep: Print tests for each student. Make sure desks are spaced evenly- not too close together.</p>	
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Before handing out exam, make sure all students are seated and ready. Allow for any last-minute review questions</p>	
5	<p>Explain: (concepts, procedures, vocabulary, etc.) Hand out exam and go through instructions for each section. Allow students to ask clarifying questions</p>	
35-40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students complete exam silently and independently.</p>	
<5	<p>Review (wrap up and transition to next activity): Students can work on first reading assignment for the next chapter. If all students are finished before class time is up, could do a short debrief after the exam.</p>	
<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?) <p>Walk around the room every 5 or 10 minutes so students feel comfortable asking for clarification once they have started the exam and to discourage cheating. BUT, not walking around the whole time to avoid making anxious students more anxious.</p> <p>Back-up plan: If students do not finish exam in class time, they can finish it after school or at lunch.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Written test</p>

Lesson Plan Template

Cheating will not be tolerated. Students caught cheating will be given a chance to retake the test for a maximum score of 70% (or school policy)
If after grading the exam average scores are low, there will be a discussion regarding the exam and the exam will be reevaluated

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

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