

Lesson Plan Template

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| Grade: 7 | | Subject: Geography | |
| Materials: | | Technology Needed: laptops for each student | |
| Instructional Strategies: X Direct instruction • Peer teaching/collaboration/ X Guided practice cooperative learning • Socratic Seminar • Visuals/Graphic organizers • Learning Centers • PBL • Lecture • Discussion/Debate X Technology integration • Modeling • Other (list) | | Guided Practices and Concrete Application: X Large group activity • Hands-on • Independent activity • Technology integration X Pairing/collaboration • Imitation/Repeat/Mimic • Simulations/Scenarios • Other (list) Explain: | |
| Standard(s) G.6_12.3.2 Analyze the physical and human characteristics of a region. (North Dakota Department of Public Instruction, 2019) | | Differentiation Below Proficiency: These students may have some difficulty with the research portion of the assignment, and require help finding websites with relevant and accurate information. They may also have a difficult time identifying the location of their park on the map. Above Proficiency: These students will easily understand the objectives of the lesson and go above and beyond in their research of the park. They will excel at the presentation and easily explain why the class should visit their park, in a concise manner. Approaching/Emerging Proficiency: These students will be able to research their park with minimal help finding good resources. They may need some prompting during the presentation of their research in order to get all of the information they know to their classmates. Modalities/Learning Preferences: Spatial learners will easily be able to locate the parks and relate them to the geography of the area. | |
| Objective(s) Students will be able to explain basic information about the creation of National Parks in the United States. Students will research a National Park and determine why the physical characteristics of the region warranted preservation. Students will be able to identify the location of their chosen park on a map of the United States, as well as the state and region it is a part of. Students will create and give a short presentation about their park, to convince their classmates why the class should visit their park. Bloom's Taxonomy Cognitive Level: knowledge, application | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will work independently. They should be partners with the person behind/in front of them. They will choose a park based on the lists that get handed out, one starting from either side of the room. Presentations will be student-to-student. Half of the students will stay in their seats while the other half rotates. | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to get their laptops quickly and quietly and plug them in when they put them back. Students need to be attentive to their classmate's presentations and listen respectfully. | |
| Minutes | Procedures | | |
| 45 minutes total in class | Set-up/Prep: 2 copies of list of national parks so students can sign up in each class Slips of paper for exit tickets | | |
| 8 | Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Students need to take out their notebooks and a pencil to record the trivia. Trivia: Yellowstone. When my family traveled, we always went to National Parks. When I got the opportunity to plan a trip for myself and my friends, I decided to carry on the tradition. (Yellowstone slide) short intro to the national parks and their history will be given. | | |
| 6 | Explain: (concepts, procedures, vocabulary, etc.) Road trip slide: We are going to determine which national park you would want to visit if you got the chance. You will get to choose a park to research based on the list that goes around. While I am sending the list around... What do you notice about where the parks are located? What physical features are in these areas? (switch to physical map) Slide explaining what needs to go in the presentation: Do an example... canyonlands from one of the previous slides Use of laptops: if you are not using your technology appropriately, you will be unable to participate in the rest of the activity and will have to present directly to me instead of to your peers... time is limited! I expect it to be quiet when you are researching because you will get the opportunity to share. Once students have signed up for a park, and I am done with the directions, they may grab a laptop. Will still need notebook and pencil. Everything else under their desk. | | |
| 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 need a laptop, notebook, and pencil Students will research their national park on the computer and prepare their presentation. They will write their research in their notebooks for the day and bring up a photo of the park on their computer. Each student will complete their one to two-minute presentation of their park. I will count students off into two groups. Ones will | | |

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| 10-15 | stay in their desks and twos will rotate every two to four minutes depending on length of presentation. We will get through as many as we can until it is time to put away computers and do exit tickets. Students will put away their computers and be sure to plug them back in! |
| 3-5 | Review (wrap up and transition to next activity): Students will complete an exit ticket that will tie back to the beginning of class and wrap up the lesson. |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will ask questions throughout the lesson and be available to answer student questions during the time they are researching.</p> <p>Consideration for Back-up Plan: In period 8, the students will probably work individually but in period 9 they will probably have to work in partners so we can get through all of the presentations. If we don't get through the presentations, or it seems like we won't get through them all I will ask for volunteers to share their park.</p> | <p>Summative Assessment (linked back to objectives) End of lesson: Presentation will assess student research, while the exit ticket will assess whether the student learned about the creation of the parks.</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?):</p> <p>I think this lesson went well! I am glad I got feedback and revised it before I taught it, because the one-on-one sharing worked well for these short presentations. I think I did a good job explaining how students were supposed to rotate. They locked into what they were supposed to do and did it correctly! I still definitely need to work on letting my personality show and having a full teaching presence and teacher voice. It was much easier to teach the smaller class because the noise level was much lower. I think I did a fairly good job addressing students who were distracted or having trouble with the assignment. Because I had students sign up for a park and do an exit ticket, I could see that while most students want to visit the park they researched, some were convinced by their peer's presentations to want to visit a different park. It seems like my lesson stimulated interest in the National Parks. I wouldn't make any big changes to the content of the lesson. If I taught it again, I would be much more confident!</p> | |

Sources:

<https://www.loc.gov/collections/national-parks-maps/articles-and-essays/brief-history-of-the-national-parks/>

<http://www.randalolson.com/2016/07/30/the-optimal-u-s-national-parks-centennial-road-trip/>

<https://www.nps.gov/thro/learn/historyculture/theodore-roosevelt-quotes.htm>