

## Lesson Plan Template

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| <b>Grade: 9</b>   |   | <b>Subject: Global Studies</b>  |  |
| <b>Materials: laptop, worksheet, article, pen</b>   |   | <b>Technology Needed: laptop</b>  |  |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/<br>cooperative learning<br><input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers<br><input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL<br><input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> Lecture <input type="checkbox"/> Modeling<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Other (list) |   | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on<br><input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration<br><input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain:  |  |
| <b>Standard(s)</b><br>Explain the causes and global effects of religious division.  |   | <b>Differentiation</b><br><b>Below Proficiency:</b><br>Students who are below proficiency will be able to hear what others say to get a better understand of the content.<br><b>Above Proficiency:</b><br>Students above proficiency can read further into the articles if they choose to do so.<br><b>Approaching/Emerging Proficiency:</b><br>Students can take their own notes and receive information from others.<br><b>Modalities/Learning Preferences:</b><br>Visual: Students are reading text and looking at images.<br>Auditory: Students will hear others share out.<br>Tactile: Students are taking notes and making annotations. |  |
| <b>Objective(s)</b><br><ol style="list-style-type: none"> <li>1. Students will understand the religious conflict in Northern Ireland by the end of the lesson.</li> <li>2. Students will summarize the religious conflict in Northern Ireland by the end of the lesson.</li> </ol>  |   |   |  |
| <b>Bloom's Taxonomy Cognitive Level:</b><br>Understand, Summarize   |   |   |  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br>I will walk around the classroom during reading time to ensure students are staying on task. Students will have partners and they will be allowed to pick their own partner. It cannot be someone at their table though.  |   | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br>Students are expected to be respectful of others ideas when others are sharing out. Students are expected to be quiet and reading by themselves when it is not time to share.   |  |
| <b>Minutes</b>  | <b>Procedures</b>   |   |  |
| <b>45</b>   | <b>Set-up/Prep:</b><br><ol style="list-style-type: none"> <li>1. Find articles.</li> <li>2. Make PowerPoint.</li> <li>3. Create worksheet.</li> </ol>   |   |  |
| <b>5</b>  | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br><ol style="list-style-type: none"> <li>1. Show image of Irish Flag.</li> <li>2. Talk about how flags have meanings such as the US flag having a star for every state and 13 stripes for the original colonies.</li> <li>3. Students will have a course journal where the will write what they think the Irish flag represents.</li> <li>4. Have students share out their thoughts on what the Irish flag represents. Green represents Catholics, Orange represents Protestants, White represents peace.</li> </ol>  |   |  |
| <b>10</b>   | <b>Explain: (concepts, procedures, vocabulary, etc.)</b><br><ol style="list-style-type: none"> <li>1. Introduce the issues Northern Ireland has had with religious conflict.</li> <li>2. Talk briefly about the "Troubles". A 30 year period of violent conflict between Catholics and Protestants.</li> <li>3. Tell students Northern Ireland is still part of the UK which causes tension since some would like to remain part of the UK and others would like to join Ireland.</li> <li>4. Northern Ireland is approximately 2/5 Catholic and 3/5 Protestant. Expected to switch in the future due to Catholics having larger families on average.</li> <li>5. Tell students most schools are segregated in Northern Ireland which helps fuel the religious conflict. Working on integrated schools now..</li> <li>6. Tell students they will be reading two different articles with different viewpoints. Read the article titled Unionist History first.</li> <li>7. Go over worksheet requirements with students. Students must have at least four points of comparison for both Protestants and Catholics.</li> <li>8. Ask for questions.</li> </ol> |   |  |

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|  | <ol style="list-style-type: none"> <li>9. Remind students they can make their own chart as long as they still meet the requirements.</li> <li>10. Tell students unionist, loyalist, and Protestants are all the same.</li> </ol>   |
| <b>32</b>  | <p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. Students will be given worksheets to fill out as they read two different articles.</li> <li>2. The articles will be given one at a time and students will read half of each for 15 minutes.</li> <li>3. After 7 minutes is up, Students will share their findings with a partner about what they found. They will do this twice for each article to help break up reading time.</li> <li>4. After the first article is complete, students will get up and trade partners.</li> </ol> |
| <b>3</b>   | <p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>1. Have groups share out their findings.</li> </ol>   |
| <p><b>Formative Assessment: (linked to objectives)</b><br/> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b><br/>         I will walk around and ask questions to make sure students are understanding the information.</p> <p><b>Consideration for Back-up Plan:</b><br/>         Students can handwrite notes.<br/>         If a student does not have a computer, they can share with another student.</p> | <p><b>Summative Assessment (linked back to objectives)</b><br/> <b>End of lesson:</b><br/>         Students will share out there findings at the end of the lesson.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b><br/>         Students will use this information to help make peace plans later on.</p>  |
| <p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>When I taught the lesson the first time, I did not tell students which article to read first. This led to many questions which were answered in the other article. The second time I taught the lesson I told students which article to read first.</p>  |  |