

## Lesson Plan Template

<b>Grade: 9</b>		<b>Subject: Global Studies</b>	
<b>Materials: Laptop, notebook, writing utensil, sticky notes</b>		<b>Technology Needed: Computer</b>	
<b>Instructional Strategies:</b> <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 checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> WH.6_12.1-6.E3.1 Explain the causes and global effects of religious division.		<b>Differentiation</b>  <b>Below Proficiency:</b> Students who are below proficiency were assigned the religion of Christianity which should be a little more well known. Students will also be able to have extra time at the end of the group rotations to gather any information they may have missed.  <b>Above Proficiency:</b> Students above proficiency were assigned Islam or Judaism which may be less known than Christianity. Students above proficiency will be able to go more in depth in their conclusions.  <b>Approaching/Emerging Proficiency:</b> Students at proficiency were assigned Islam or Judaism. Students will be able to get more time if needed and dig deeper in their conclusions.  <b>Modalities/Learning Preferences:</b> Visual: Students are using one pager that their peers used in order to fill out a comparison chart. Kinesthetic: Students will have movement between stations. Tactile: Students will be writing down information.	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>• By the end of the lesson, students will be able to compare and contrast the origins of monotheistic religions.</li> <li>• By the end of the lesson, students will be able to compare and contrast the basic features of the three Abrahamic religions.</li> <li>• By the end of the lesson students will be able to identify points of contention between Abrahamic religions.</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> Identify and Evaluate			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be split into six different groups. There will be one student from each religion in each group (1 Islam, 1 Judaism, 1 Christianity). The students will have five minutes at each station before they are asked to rotate to the next station. They will have one minute between to move to the next station.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to try to stay on task when going through stations. It is okay if they talk with one another as long as they are still being productive. I will walk around the room to make sure students stay focused. As the students move through the rotations, I will walk around to evaluate how well students are staying on tasks.	
<b>Minutes</b>	<b>Procedures</b>		
<b>45</b>	<b>Set-up/Prep:</b> Create comparison worksheet, create instructional PowerPoint, set up labels in six different stations.		
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. I will start by giving students a writing prompt on the board. What is something you found interesting about the religion you were assigned? Why was it interesting?		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. Pull up student guide on the board and go over what the next objectives are we will be covering as a class. 2. Remind students to put their names on the back of their one pager. 3. Explain to students that today we will be using the one pager they created the last two few days to compare and contrast Abrahamic religions. They will essentially be learning from each other. 4. Tell students their comparison sheet should already be in google classrooms and will be used for their notes for this section. 5. Let students know that they do not have to take notes on the computer. If they prefer handwritten notes that is fine as long as they still write all the necessary information.		
<b>33</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>		

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	<ol style="list-style-type: none"> <li>1. Students will have five minutes to copy down information from their peers one pager in the comparison chart. There will be six different stations (two stations of each religion).</li> <li>2. There will be thirty seconds allowed to move between stations.</li> <li>3. If students are getting done faster than expected the timer will be cut down to adjust.</li> <li>4. If time allows, we will discuss some of the information they found in a large group.</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. Writing prompt for course journal: What is something you found interesting or new from a religion you did not study? Why did it interest you?</li> </ol>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Make sure students are staying on task.</li> </ol> <p><b>Consideration for Back-up Plan:</b></p> <p>Students can take notes by hand if they do not have a computer present.</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p>Comparison worksheet and writing prompt.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>Comparison sheet will be used to study for unit quiz.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Students were excited to see each other's art and able to gather the information they needed. One thing I would change is I did not have a good plan for if students finished early so I made them to just take more detailed notes.</p>	