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| **Grade: 8th** | **Subject: US History** |
| **Materials: Computer or iPad for research help** | **Technology Needed: Same as materials**  |
| **Instructional Strategies:*** Direct instruction\*
* Guided practice
* Socratic Seminar
* Learning Centers
* Lecture \*
* Technology integration\*
* Other (list)
 | * Peer teaching/collaboration/

cooperative learning\** Visuals/Graphic organizers\*
* PBL
* Discussion/Debate\*
* Modeling
 | **Guided Practices and Concrete Application:** |
| * Large group activity\*
* Independent activity\*
* Pairing/collaboration\*
* Simulations/Scenarios\*
* Other (list)

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| Explain: |

 | * Hands-on\*
* Technology integration\*
* Imitation/Repeat/Mimic
 |
| **Standard(s) 8.1.2, 8.2.1, 8.2.4, 8.2.10**  | **Differentiation****Below Proficiency:****Above Proficiency:****Approaching/Emerging Proficiency:** **Modalities/Learning Preferences:** |
| **Objective(s)****Students will use primary sources to explore the findings of the Lewis and Clark expedition.****Students will also be able to link the discoveries with their everyday lives and explain why this expedition is so important to the world today.** **Bloom’s Taxonomy Cognitive Level:** **Use of higher order thinking skills** |
| **Classroom Management- (grouping(s), movement/transitions, etc.)****I will be grouping mostly with proximity in this lesson.**  | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)** |
| **Minutes**  |  **Procedures** |
| **1 at beginning**  | **Set-up/Prep: Just pull up prezi presentation and Journal website** |
| **3-5 min** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)****Have students go up to the board and have them write one word that best describes the Lewis and Clark Expedition** |
| **15-20 min** | **Explain: (concepts, procedures, vocabulary, etc.)****Go through prezi presentation** **Explain how Journal site works****https://lewisandclarkjournals.unl.edu/** |
| **Time between lecture and reflection** | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)** **Student will explore the Journal site with a partner while filling out an ACAPS worksheet as they explore** |
| **Last 5 min** | **Review (wrap up and transition to next activity):****Students will pair and share with another group near them explaining cool things that they found. I will also ask 1-2 students to share something with the whole class that they found.**  |
| **Formative Assessment: (linked to objectives)** **Progress monitoring throughout lesson- clarifying questions, check-**  **in strategies, etc.****I will constantly be checking for understanding during the lecture portion, I will be cold calling and asking some open-ended questions throughout.**  **Consideration for Back-up Plan:****I will have a few copies of journals printed out if there is a technical difficulty so the student can still participate**  | **Summative Assessment (linked back to objectives)** **End of lesson:ACAPS WS** **If applicable- overall unit, chapter, concept, etc.:** |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):** |