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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)  |  | | --- | | 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?):** | | | | |