

Lesson Planning Template

In developing the lesson plan, this format must be used. It is a slightly-modified version of the format required in student teaching (available on the College of Education website via the “student teaching” link), to which annotation has been added. Copy and paste this template into a file for your use. Delete the annotation (but leave the headers intact) as you complete your lesson plan.

YOUR NAME: Ms. Jessica Durinsky	
LESSON TITLE: Latin American Wars for Independence Who What Where Why When	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
<p>OBJECTIVES: The students will understand the connections between the Enlightenment, American Revolution, French Revolution, and the Latin American wars for independence. The students will research and understand the causes and effects of the Latin American wars for independence.</p>	
<p>STANDARDS: <u>History (Grade 9)</u> 1. Explain how enlightenment ideas produced enduring effects on political, economic, and cultural institutions, including challenges to religious authority, monarchy, and absolutism. 2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution, and the Latin American wars for independence. <u>Geography (Grade 9)</u> 2. Explain how different points of view play a role in conflicts over territory and resources. 3. Explain how political and economic conditions, resources, geographic locations, and cultures have contributed to cooperation and conflict.</p>	
<p>GROUPING OF STUDENTS: Students will be divided into groups of four to six students. Each group is assigned a topic or country to research. Each group with a country is tasked with presenting to the class the basic facts, Who, What, Where, Why, and When. Each group will present their topic or country to the entire class</p>	<p>PRIOR KNOWLEDGE NEEDED: The students have just learned about the scientific revolution, the Enlightenment, and the American and French Revolutions. They will need to be able to make connections between all of the events.</p>
<p>MATERIALS: Textbook, <i>Patterns in World History</i>, McDougall – Littell. Supplementary research packets.</p>	<p>MODIFICATIONS FOR SPECIAL NEEDS: 1. The content and strategies will be modified based on the individual students’ IEPs. 2. Reading learning disabled children will be given modified assignments with shorter requirements or longer completion time. 3. All notes will be posted online.</p>
INSTRUCTIONAL MODELS: Inquiry Lesson	
<p>PROCEDURES AND ACTIVITIES: Students are finishing posters and research that was started in an earlier class period, Friday September 24. Students will be seated with their same groups and will continue work on their posters before presentations.</p> <p>Set:</p> <ul style="list-style-type: none"> • Teacher reviews Enlightenment and French Revolution ideas and makes connection to Latin American wars for independence. • Teacher goes over the directions for the activity 	<p>TIME: 5 min</p>

<p>Activity:</p> <ul style="list-style-type: none"> • In groups of four to six, students will be given a country to research using their textbook or additional research provided by the teacher. One group will be given the topic of “Colonial Society”. • Groups will use their textbooks and additional information provided by the teacher to research their topic or country. Those groups with countries are given the task of providing the Who, What, Where, and When and other important facts about their country. Those groups with a topic are to provide essential facts about their topic in relation to the Latin American wars of independence. • The students will be given a set of markers and poster paper to present their topic or country. Students may use written words or pictures to explain their topic or country. • Each group will present their topic to the class. • Each group presentation will include locating the country on a map. • The class will be given note sheets to use while other groups present. Each students is to use the note sheet to take their own notes about each groups presentation. • After each presentation the teacher will ask the group questions or add any additional information that the group may have missed. • Day 2 – Students will be given time at the beginning of class to finish posters • Day 2 – Students will present finished posters to classroom. <p>Close: After each presentation the teacher will review and make connections between the enlightenment ideas, French and American Revolutions, and the students presentations on the Latin American wars for independence.</p>	<p>10 min 30 min 5 min</p>
<p>EVALUATION AND ASSESSMENT: Lesson evaluation and assessment: Each student will be given a notes sheet to fill out. The notes sheet will count as a notebook check grade. Authentic assessment: The students will present what they learned to the class in an original presentation. Formal assessment: At the end of the unit the students will complete a 65 question multiple choice test with a take home essay.</p>	
<p style="text-align: center;">SUPPORTING MATERIALS</p> <ul style="list-style-type: none"> ✓ Attach, in sequential order, the supporting materials, the actual documents (e.g., lecture notes, hand-outs, primary sources, worksheets, overheads) that will be used in the lesson. ✓ The supporting materials should include everything another person would need to implement the lesson. Therefore, lecture notes should present a fairly robust amount of content knowledge, with questions inserted at point of use. Likewise, for discussions, anticipated guiding questions should be listed; for other teaching strategies, specific cues and directions should be listed at point of use. 	

Colonial Society In Latin America:

Government:

Social Class System

Peninsulares

Creoles

Mulattos

Indians

Revolutions

Where: Mexico

Who?

What?

When?

Why?

Where: Venezuela and Ecuador

Who?

What?

When?

Why?

Where: Argentina, Chile, Peru

Who?

What?

When?

Why?

Where: Haiti

Who?

What?

When?

Why?

Where: Brazil

Who?

What?

When?

Why?

The University of Akron



The Office of Student Teaching

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: RON SKELLEY Lesson Topic: LATIN AMERICAN WARS FOR INDEPENDENCE Date: 9/28

Observation Notes:

OBJECTIVES: STUDENTS UNDERSTAND CONNECTIONS BETWEEN THE ENLIGHTENMENT, AMERICAN REVOLUTION, FRENCH REVOLUTION & LATIN WARS FOR INDEPENDENCE.

PROCEDURE

- INTRO: REVIEW IDEAS & DIRECTIONS FOR ACTIVITY. 5 MIN
- GROUP WORK, - 4 TO 6 STUDENTS 10 MIN
WORK ON PRESENTATION OF ASSIGNED COUNTRY (WHO, WHAT, WHERE & WHEN & IMPORTANT FACTS)
- EACH GROUP PRESENT TOPIC TO CLASS EACH STUDENT HAD NOTE SHEET & MAP.
- JESSICA ASK QUESTIONS & HELPED CONNECT INFO. 36 MIN
- CLOSURE REVIEWED & CONNECTED INTRODUCTION

Strengths: VERY GOOD START CLASS
ORGANIZATION
LESSON PLAN WELL WRITTEN & CONNECTED TO PRIOR LESSONS.
INTRC - EXPLAINED CLASS & OBJECTIVES WELL. HAD ALL MATERIALS ORGANIZED & READY FOR CLASS (NOTESHEETS, MAPS, MAPKERS ETC.) A-1 A-2 A-4 3 FORMS OF ASSESSMENT (NOTESHEETS, GROUP PRESENTATION & EXAM) ENVIRONMENT JESSICA WALKED AROUND ROOM AND HELPED EACH GROUP PREPARE B-4 B-5 STUDENTS LISTENED WELL TO PRESENTATIONS B-2 MAP GOOD

TEACHING OBJECTIVES & PROCEDURES

Goals for Student Teacher:
→ JESSICA KNEW STUDENTS NAMES (GOOD)

Recommendations:

WERE CLEAR C-1 EXTENDED STUDENTS THINKING WITH INQUIRY LESSON. C-3 LESSON WAS ON TIME & STUDENTS STAYED ON TASK. C-5 JESSICA ASKED GOOD QUESTIONS & REVIEW AFTER EACH GROUP & AGAIN FOR CLOSURE. C-4

PROFESSIONALISM
B-5 STRAIGHT CLASSES (TOUGH) WROTE GOOD REFLECTION OF LESSON. ATTENDED TEACHER INSERVICE.

RECOMMENDATIONS MINOR

- INTRO - ALL FOCUS ON TOO 2ND CLASS BETTER
- ASSESSMENT OF PRESENTATION RUBRIC?

Supervisor's Next Steps:
- WALK AROUND UP WHILE PRESENTING

Next Observation Date: _____ Focus: _____

Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students <input checked="" type="checkbox"/>	B1 Demonstrates and encourages fairness _____	C1 Communicates goals, procedures and content clearly and accurately <input checked="" type="checkbox"/>	D1 Reflects, self-evaluates and assesses effectiveness of student learning <input checked="" type="checkbox"/>
A2 Selects appropriate instructional goals/objectives <input checked="" type="checkbox"/>	B2 Creates an environment of respect and rapport <input checked="" type="checkbox"/>	C2 Makes content comprehensible to students _____	D2 Demonstrates efficacy, or capacity to make an impact _____
A3 Designs coherent instruction _____	B3 Expresses positive and challenging learning expectations _____	C3 Uses strategies and discussion techniques to extend student thinking <input checked="" type="checkbox"/>	D3 Establishes supportive and cooperative relationships with colleagues _____
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning <input checked="" type="checkbox"/>	B4 Manages student behavior <input checked="" type="checkbox"/>	C4 Checks student understanding through consistent, varied and timely feedback <input checked="" type="checkbox"/>	D4 Establishes supportive and cooperative relationships with families _____
A5 Assesses student learning of goals and objectives <input checked="" type="checkbox"/>	B5 Organizes physical space <input checked="" type="checkbox"/>	C5 Manages time effectively during the lesson <input checked="" type="checkbox"/>	