

LESSON PLAN NUMBER 5

Teacher Education Candidate

Supervising Teacher

UWG Supervisor

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Lara Willox

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School University of West Georgia Date of Implemented Lesson Plan March 22nd, 2011

Block No. 3

Subject: Social Studies

Grade Level: 3rd

Teaching Skills Focus for This Lesson: Instructional Clarity, Providing Feedback and Reinforcement

Stage 1 The Desired Results	
Standards	SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights)
Specific Learning Objective(s)	Students will be able to identify and discuss the important contributions of each individual.
Stage 2 Assessment Evidence	
Assessment Instrument (Ex. Test, Poster, Presentation, Picture, etc.)	A short power point presentation highlighting on all of the Americans who expanded people's rights and freedoms in a democracy.
Evaluation (Grading) Instrument (Ex. Point System, Rubric, Checklist, etc.)	Participation during the power point presentation and sharing game results will be rewarded points.
Stage 3 Learning Plans	
Materials	3"x 5" note cards Tape Lists of historical personalities Power Point Worksheets Artifacts Bag Books on historical persons
Sequence of Teacher Actions * <u>Attention-Getter/Motivator</u> * <u>Tie to Previous Learning</u> * <u>Significant Actions to Introduce and Guide Lesson</u>	<ul style="list-style-type: none"> - The teacher will ask the class the questions have you ever wondered how interesting it would be to learn more about the people that lived in this country long time ago? - The teacher will show a brief power point over these important historical figures involving freedom and rights. - The teacher will explain the rules of the activity. - Students will walk around the classroom figuring out their historical figure on their back. - The teacher will ask students to present their historical figures on their backs.

<p><u>Sequence of Student Actions</u></p> <p>*Explain How Students Are Engaged During Lesson</p> <p>* Explain How Students Discuss or Present Results of What They Did During the Lesson</p>	<ul style="list-style-type: none"> - Each student will have a 3" x 5" note card taped to their back with the name of a historical person from the standard. - The student will not know the name of their person prior to the game. - The goal of this activity is for the student to try to identify "who they are" by only asking questions "yes" or "no" questions. - Students may only ask up to three "yes" or "no" questions in a row. - The student must figure out the name of their historical person within 25 questions. - Some simple rules to follow are: no more than two questions at a time can be asked of any one person, the student must figure out who he/she is within 20 questions. - Students will work on a worksheet reviewing each of these persons. - Students will tell the class which historical figure they had on their back and one or two interesting facts about their figure.
<p><u>Teacher's Lesson Closure/Wrap-Up/Transition</u></p>	<p>The teacher will go over facts learned about each of the Americans who expanded people's rights and many freedoms.</p>
<p><u>Adaptations for Exceptional Students (Anyone who requires modifications for their needs)</u></p>	<p>Anyone who requires any type of modifications for their needs may work with a partner. If working with a partner is not enough, the teacher may spend more time with the student(s).</p>
<p><u>Related Activities/Extensions (What can students do who need more than is in the lesson? Should be related to lesson.)</u></p>	<p>Students may come to the front of the room to look through books about the Americans who expanded people's rights and freedoms They may also come up and look at the artifact bag.</p>
<p><u>Connections to Other Disciplines</u></p>	<p>Reading and writing</p>

**Candidate's Reflection After the Lesson:
Submit Lesson Plan Agenda with this Lesson Plan**

EQ: What benefits did each of these historical figures bring to our world today?

- 1. Who do you think each of these historical figures are?**
- 2. Brief Power Point**
- 3. Who Am I?**
- 4. What did each of these historical figures do concerning freedom and rights?**