

SMU  
Lesson Plan Framework

Name: Julie Fontenot Date Turned In: 3/6/2019 Date Taught: 3/6/2019

Subject/Grade: 5<sup>th</sup> Grade Social Studies Teacher's Initials & Date:

Unit/Lesson Topic/Essential Question(s): Lead up to American Revolution and Bias in Boston Massacre Time Limit: 50 min

**OBJECTIVES**

**a) Content Objectives**

SWBAT Analyze the causes and effects of events prior to and during the American Revolution. (SS 2.A)

SWBAT complete written responses to questions in complete sentences describing the Boston Massacre from the point of view of both the British soldier, and American Colonists with 100% accuracy

**Language objective should be included. |**

**b) Language Objectives (check corresponding box and include the objective(s) below the correct objective type).**

**Lesson Tasks** –SWBAT compare and contrast different primary source accounts of the same event to identify bias.

**SS 24.A; ELA 24.B; SS 2.A**

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**Assessment**

*Based on THIS lesson only. How you will assess your students based on what you want to them to know/be able to do for this particular lesson. Include ongoing/informal assessment you will use throughout the lesson as well as formal/summative if used in the lesson.*

During reading and discussion of article, students will be informally assessed by their response to questions, and their participation.

SWBAT complete written responses to questions in complete sentences describing events from different points of view with 100% accuracy.

**Materials**

Video  
Interactive Screen blackboard  
Primary Source Article  
Worksheet with questions  
Pencil

**Procedures**

This is your step-by-step plan for the entire lesson. It should be written in enough detail so you could post it on the internet for other teachers to use.

Provide a time estimate as well as either a script or bulleted items of things you will say/do.

**A. Introduction/Motivation (Set Induction/Anticipatory set)**

Video overview and refresher on lead up to the American Revolution 10 min

**B. Lesson Activities Sequence and Procedures:**

This is a continuation from yesterday. Yesterday we read the British point of view and answered questions, but today we're going to look at the Patriot perspective on the Boston Massacre. Read article with class and stop to check understanding. Then students will be asked to summarize or annotate the article with their seat mates. Finally, the students will answer question on the back of the article and write 5-6 sentences on how the articles show bias.

**C. Closure**

*(TIME) What you do/say to summarize/wrap up lesson. How you will tie it into the next lesson?* So now that we've looked at the Boston Massacre from different perspectives, I want you to keep this in mind when we learn about the Boston Tea Party, and other events leading up to the Revolutionary War, or really when you learn about anything, you can ask yourself who is telling this story, do they have bias or a point of view?

**Differentiation/Accommodations/Modifications**

*What you will do for students with special needs, with varied instructional levels, and/or different learning styles.*

***English Language Learners** – How you will differentiate within the four levels of language. It can be as simple as making sure there are visuals, grouping, rewording of information, accepting less than precise answers to questions (global to precise),*

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- Beginner* Small groups or one on one attention to check understanding. Unfamiliar words can be defined in a word bank.
- Intermediate* Small groups or one on one attention to check understanding. Unfamiliar words can be defined in a word bank.
- Advanced* Unfamiliar words can be explained
- Advanced High* Unfamiliar words can be explained

### Appendix to Lesson Plan

- I. Teacher instructional Strategies/Materials and Rationale for these strategies. *Include the strategies/methods you are using in the lesson. Provide a rationale for why the strategies/methods chosen are the best for this lesson.*

I will have a student read the article out loud, because this student performs very well if she is given lots of attention and if she reads the article, then I can more easily call on other students to answer questions, so that she does not dominate the class period. Also, she is a good reader, and the language is challenging.

I will pause frequently to question the students on what is being described, their understanding, and how does it compare with the British version we read yesterday. This is to make sure the students are engaged, and to make sure that they are following what is being said. Additionally, they are being asked to digest and interpret what they are reading, and to use critical thinking skills to make comparison with the other version and identify bias.

I will then have the students answer questions in writing in small groups, to apply their learning to a concrete activity, and to assess their understanding. Then finally, they will have to complete a more in depth overall analysis of bias in the articles in longer paragraph to be completed individually. This is prevent the students from ignoring or tuning out the lesson, by giving them something to do that will be graded, and also serves to reinforce the lesson by practicing the critical thinking and reading skills.

- II. Organization of students. *Describe how you are grouping your students in the lesson (which could be more than one way) – whole group, pairs, triads, small group, cooperative group? Provide a rationale for choosing that grouping.*

Students are grouped at tables, and work with those table mates frequently and have developed trust with each other. Some groups are more productive than others, but it is predictable which students will need to be redirected or need more attention to stay on task or complete the work successfully.

- III. Management Strategies: *Describe your strategies for the following (as applicable)*

- Securing attention: Call and response: “Teacher: Waterfall! Students: Shhhhhh”
- Distributing/collecting materials, supplies, or completed work: Students distribute and collect material at the beginning of class in accordance with an established routine. They hand the finished work directly to me upon completion, so I can read it and either accept it or hand it back for more work.
- Transitions: Timer is set to provide structure and limits to transitions. Routine has been established and is followed.
- Movement: There is a routine, which is followed. During class, students move freely to sharpen pencils or otherwise tend to their own needs without much direction or intervention from the teacher needed. They use hand signals or ask for permission to leave class for water or restroom breaks.
- Monitoring: I will walk around and look at student work, and talk to students to see how they’re doing.
- Anticipating possible need for redirection: There are a couple of students that are regularly disruptive and off task. I usually come sit with them, and work on their assignments with them to keep them on task. Otherwise, I use verbal reminders to the class if the noise level seem to be creeping up, or students seem to be off task.

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Special management considerations for students with special needs: One on one teacher attention and work with small groups.

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