

Lesson Plan Template

Date: _____

Grade: 4 th		Subject: Social Studies-Revolutionary War Battles	
Materials: construction paper, markers, computers, images of different battles		Technology Needed: computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 5.1.4 Construct and interpret time lines of key events in United States history		Differentiation Below Proficiency: Students will only have to include 4 battles total Above Proficiency: Students will include at least 2 extra battles Approaching/Emerging Proficiency: Students will complete the lesson as planned. Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual: Pictures of the battles will be posted on the wall to get visual representations of some of the battles. Auditory: Students will listen to others present on the battle they were assigned to. Kinesthetic/ Tactile : Students will be completing a hands on activity by creating a timeline. 	
Objective(s) By the end of the lesson, the students will develop a timeline and include 4 of the major battles that happened during the Revolutionary War. Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be paired with students at their table If students need to look at the pictures on the board it will be by table. One table at a time.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When students are listening to lecture talking should be at a 0 When students are working with others talking should be at a 1 or 2 Hands should be raised if there are questions	
Minutes	Procedures		
3 minutes	Set-up/Prep: <ul style="list-style-type: none"> Have images hung on board Have choices of battles written on board Have construction paper ready for students 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Hang pictures of the different battles on the board and have the students talk in their table groups to determine which battle they think each picture was from. Have the students write their guesses on a piece of notebook paper. 		
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Today we are going to talk about the different Battles that happened throughout the Revolutionary War. Go over the answers to the pictures of the battles on the board. The revolutionary war started in 1775 and ended in 1783 involving the American Colonies against Great Britain. With the students at your table you will each get assigned one battle to look up information about and will present it to the rest of the class. Make sure to include when it happened, who won, where it was located, and any other interesting facts you think that we should know about that battle. You will need to use your computers to look up the information. 		
15 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> You are going to create a timeline of the different major battles that happened during the revolutionary war. You need to include the first battle and the last battle of the revolutionary war. You need to include at least 4 other battles but can put more on if you would like to. Make sure the battles are in numerical order on your time line. You will each get a piece of construction paper to draw the timeline on. Make sure your time line has a title ex. "Revolutionary Battles" Make sure you put the name of the battle and the date by the battle that it happened 		

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	<ul style="list-style-type: none"> On the bottom of the timeline I want you to write the name of the battle again, when the battle took place, where it took place, and who won that battle. You will need your computer to complete the timeline assignment.
2 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> What was the first battle of the revolutionary war? (The Battle of Lexington) What was the last battle of the revolutionary war? (The Siege of Yorktown or Battle of Yorktown)
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>The students will be assessed on the timeline that the students created. Students will need to have at least 4 battles and all the details that are supposed to be on the timeline.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will create a timeline of the whole revolutionary war. Students will be allowed to use their computers to look of dates and information but will not be able to use each other.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought that my lesson went really well. There are a few things that I would change if I were to teach this lesson again. In the beginning I would introduce what we are going to be doing at the end of the lesson so the students know what to expect. I would keep my engagement piece the same because it seemed like the pictures of the battles really brought the students in and helped engage them in what we were talking about. I would ask the students why they thought that battle was the one they chose just to make some connections. One thing is making sure we are on track with time. During my lesson I planned to have eight extra minutes of class just in case one section went longer. My lesson ended up going right up to the bell so it was good that I gave myself extra time but next time I would like to have a few minutes to let the students clean up and regroup before moving on. When I was teaching my lesson I forgot to include in my explain time some time for the students to share out to other students. I would give them 7 minutes to research and 8 minutes to share out. When the students are sharing out I would have the other students write down the information so they remember the information when they are creating their timelines. By having the students write down the information it helps keep all the students focused on each group as they are sharing out because all of the information is important to know. Next time I would have the students use the battles that we talked about in the beginning of class to use for their timelines. By having them use those battles will help with the students needing to pay attention. It was helpful to have the criteria that needed to be included on the timeline written on the board so the students can reference the board as their working and stay on task. I would create a sample timeline to hang up on the board so the students understand what I am expecting the timeline to look like. I think that I would pick a topic that isn't relevant to the revolutionary war so the students aren't just copying my timeline. I would definitely teach this lesson again.</p>	