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| **Name: Michael Payne** | | **Grade/Subject:** | **Date:** |
| 1. **Texas Essential Knowledge and Skills (TEKS): (C2)**   TEK: (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:  (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;  (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and  (C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust." | | | |
| **2. Deconstructing/Unpacking the TEKS: (C2)** *What students will know and be able to do*  Students analyze the founding documents of the future country of U.S. Students will learn the importance of what was happing in the colonies that lead up to the creation of the documents and why founders worked together to create them. Students explain why Christian founders chose the motto "E Pluribus Unum". | | | |
| **3. SMART Objective(s): (C3)**  **Essential Question:** | A) By the end of lesson 1, students will read Declaration of Independence, then class will divide in two where the students will categorize the importance of each grievance and draw conclusions on why this was affecting the signers of the Declaration of Independence. Then they will create their own Constitution along with a Bill of Rights.  ES: What are the students learning about working with others? How difficult was this for the founding of the country?  B) Students will evaluate the application of the historical events at this time in U.S. history.  ES: What was the cause and effect of the Declaration of Independence, Constitution and the Bill of Rights?  C) Students will understand that this entire Declaration is a leap of faith for the founders of U.S.  ES: Know that the founders were mostly Christian how did they come up with moto "E Pluribus Unum"? | | |
| **4. Central Focus**  **(C4)**  *How will this lesson link with other lessons in the unit?*  **Learning Targets**  *I CAN statements that*  *Clearly show alignment with TEKS* | 1.This group of lessons will teach the students the difficulties that the founders faced.  2.The purpose of this content is to learn by example; the students will have to work together to complete their declaration.  3.The students will need diplomacy, efficacy, and the be able to write down their decision  4.This lesson will help to shed light on the founders. That they were human too.  Learning Targets: I can identify events leading up to the creation of major U.S. documents, including French and Indian Wars, Taxes and lack of Representation in British parliament. | | |
| **5. Academic Language (C5)**    Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways.  There are 4 language demands to consider as you require students to read, write, speak, listen, demonstrate and perform. | **Language Function** *(an active verb that students will use to demonstrate their learning in the assessments; some examples are- explain, describe, predict, summarize, compare, evaluate, interpret, justify)*: Analyze and interpret the text of the documents. This will lead to an explanation of the text, i.e. looking for summarization of text and explanations.  **Vocabulary** *(words, phrases, and/or symbols that are used within disciplines):*  Identify, discuss, evaluate, discover, explore, interpret  **Discourse** *(Structures of written and oral language, how will they talk, write, and participate in knowledge construction: discussions, reports, essays, multi-media presentations, performance):*  This will be a class discussion. Students are expected to participate in discourse so that they can create their own declaration, constitution, and bill of rights. The students will have to present to the class their discoveries. Think, pare, and share.  **Syntax** *(The set of conventions for organizing symbols, words, and phrases together into structures, e.g., graphic organizers, formulas, charts, language rules, outlines, graphs, tables):*  Examples of the Declaration, Constitution, and Bill of Rights. Looking at the words and phrases of the documents to support the learning of the student | | |
| **6. Targeted Language Supports (C5)**  The resources, representations, and strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline  Site the researcher’s name as you refer to the strategy. | **Language Function**  *(How will you help them demonstrate the DO verb?)*  **Vocabulary Strategies** - **(GO TO Page)**   1. Compare the verbiage of how words were written/spoken to how we use language today. What are some of the words the students would use instead what is used? 2. Evaluate classrooms’ declaration, constitution, and bill of rights. Does it compare to original documents?     **Discourse strategies** - **(GO TO Page)**  -Write: “Do you agree with document that class created?” Does students agree with what was created.  -Talk: In large group about “Why” you agree with or disagree with what the class created.  **Syntax** - **(GO TO Page)**  1. Does the Vocabulary match, compare it original.  2. Vote on classes declaration, constitution and bill of rights.  **Making Content Comprehensible** **(R9)** | | |
| **7. Assessment/**  **Evaluation (C6)**  Assessment(s) must be aligned to the TEKS,  and objectives. | **Assessment of your TEK**  **Formative:** Quick show of hands questions about the subject of what it takes to make a group project. Quick questioning of understanding of the assignment.  **Summative:** Is the group actual working on project or are the devolving into other things. (continue to ask questions of both small groups). Keep focus on difficulties of creating constitution.  **Assessment of your language demands:**  **Formative:** Break down of what is being written in the original documents. Are the students understanding what is happing? By show of hands does the class understand the older vocabulary? (I might need a vocabulary lesson)  **Summative:** Redirect objectives of lesson plan. Make sure students know what they are trying to learn. | | |
| **8. Hook (C7)**  **Closure (C7)**    **Student Assets (C7)** | Hook activity *(make connections to prior learning)* The hook of this lesson plan is the breaking away from the school. The students will need to justify why. Just like the founders and make the correlations between their selves and the founders.  Closure Activity: *(make connections to prior learning) Ask* “Have we meet with the same difficulties as the founders and have justified our argument to break away, Has the class formed a constitution that will better the lives of all students? Does the class need to reevaluate the direction of the assignment?  Personal assets: 10/10  Cultural assets: 7/10  Community assets: 10/10 | | |
| **9. Body of Lesson/**  **Teaching Strategies and Learning Task(s)**  **(C9)**  **Be sure to include:**  How will students learn and use ***academic language***?  Three higher order thinking questions.  Marzano Strategy | **I DO – Model the Activity-** I will show a personal example of the work I would like to see.   1. Each document: declaration of independence, constitution and personal bill of right. My examples will be over the top of what is expected to make the point. 2. Example of vocabulary that should be expected. 3. Written forms of how each document should be laid out   **WE DO – Work with student on the activity**-   1. Split the class in have. Have each group discuss the assignment. 2. Use hook to on each group. Have groups analyze each document. 3. Will need to break each document to one single class period. 4. Ask, Direct and challenge each both groups. If there is questions, if there is need for redirection, and continue to help form a new nation within the classroom.   **YOU DO – Independent Practice-**   1. Here the student will have to do the work of forming a new nation. 2. They will have to discuss what their grievance are, has any attempt to address grievances been brought forward to Schools administration? 3. Use schematic to record grievances, combine into classroom documents I.E. declaration of independence, bill of rights, and constitution   **Differentiation**-**(GO TO page)** *(Tailoring instruction to meet individual needs; differentiating the content, process, product, and/or learning environment)****:***   * Second Language learners / Cultural Diversity:      * Gifted / advanced learners:   **Technology:** -**(GO TO page)**  **Marzano Strategy - (GO TO page)** SS4-SS9  **Higher Order Thinking Questions (GO TO page)**  **1.** How does the Declaration's assertion of equality impact our understanding of social justice and equality today?  **2.** What are some examples of rights that the Declaration considers "unalienable"? How have these rights been interpreted and debated throughout history?  **3.** What does the Declaration say is the purpose of government?    **Grouping / Partnering Technique:** (Hattie) Visible Learning" research, some of the most influential strategies for student learning include: feedback (particularly focused on task, process, and self-regulation), teacher clarity, metacognitive strategies, multiple exposures, building student self-efficacy, and teacher credibility; essentially emphasizing the importance of students actively engaging with their learning, receiving targeted feedback, and understanding the teacher's expectations clearly.  **Potential misconceptions and your plan to address it:**  Vocabulary | | |
| **10**. **Resources and materials needed (C9)**    **(E7)** | Declaration of Independence, Bill of Rights and Constitution  The teacher will have a schematic document to show examples of vocabulary and **documents**  *(How might you differentiate materials and resources for learners with various needs?)*  I might have to change he media, or change the way the information is delivered. | | |
|  | **SUBMIT LPG and SELF EVALUATION RUBRIC – C9** | | |
| **11. Classroom Management Strategies (CBM5)**  *What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.?*  *Add 3 procedures* | 1. The Hand clap: the . . … will signal the class to look at me, and stop what they are doing. 2. ASL-American Sign Language. Setting up ques so that I can see if someone needs help or is needing something to stop and if there are any other questions. 3. Setting tone First day: 4. Setting up Permeant structure of what is expected each time students step into class room 5. Understanding they the student is there to work, work is what we do and work is the explanation. | | |
| **12. Academic Supports for Students (E6)**  *What instructional strategies and planned supports, will you employ to meet the needs of each student that has identified special learning needs?*  **(E11)** | **Accommodation(s)**- *(A change that helps a student overcome or work around obstacles*)**:**  **1.** Video-could have subtitles  **2.** White board  **3.**  Computer  **Modification(s)**- *(A change in what is being taught or what is expected from the student)****:***  **1.** Simplifying assignments  **2.** Providing Visual aids  **3.** Offering extra time  **Strategies for ELLs *(strategies that support language acquisition)***  **1.** Building community  **2.** Providing Linguistic support  **3.** Creating a Welcoming environment  **4.** Get to know your student  **5.** Encourage Participation | | |