

**Lesson Plan # 4**
**Secondary History / Social Studies**

Course	Lesson Topic / Unit Name	Instructor	Date(s)
World History	<i>Learning the Religions/ Explain This... or The Power of Myths and folklore:</i>	Miss Price	
<b>Lesson Essential Question (LEQ) or Learning Objective (LLO)</b>	How did various religions from different cultures interpreter/interact with myths of their culture?		
<b>NC Essential Standard(s)</b>	<ul style="list-style-type: none"> <li>● WH.H.3.1 Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire</li> <li>● (Enter objectives from NCES #1, or C3 Dimension 2 standards, for this lesson's <b>skill</b> goal)</li> </ul>		
Activity	Details (Setting, steps, prompts)	Purpose-Rationale	Time
<b>Pre-Lesson</b> How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	The students will write on a slip of paper all world religions they can think of as a bell ringer. The question will be asked on the whiteboard and a timer will be set by the teacher for one-minute and the papers will be taken up by the teacher or another student.	The bellringer on the board is a quick and easy way to start the class. students will be able to clearly read the board and there are no wrong answers to this question it is just to gage the students knowledge of the subject before the class has truly started.	2 min
<b>Acquisition</b> How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Around the room there will be large sheets of paper with various headers naming different ancient religions that dealt with the myths the class has been discussing. The students, choose a poster and complete the K portion of a KWL(Knew, Want to know, Learned). Teacher will go group by group and listen to a portion of the conversation about what they know. Then the students will complete the W portion of the KWL, read and discuss resources that have been placed at each station by the teacher and then complete the L portion.	The Knew, Want to know, and Learned chart is an easy way for students to engage with each other and the material hands on. It gets the students out of their seats and learning about the various religions and their influence. The KWL helps the teacher understand what the students are understanding or not understanding from the topic they will discussing.	15 min
<b>Extending &amp; Refining I (group)</b> How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	One student from each group, chosen by the other group members will stay at their original poster and tell the other students who will begin to move around the room, clockwise to the posters about the religion they are at and a new KWL will be completed by the new students led by the original student. This will continue until all students have been to every poster. The last	By having the students teach each other what they have learned helps the student who is teaching retain the information better but also allows the students who are learning are engaging with the material in language they understand and in a lower stress environment for the students to ask questions.	25 min

	group will be the teacher and the students who were stationed at the various posters		
<b>Adjustments</b> What adjustments will you make if students struggle or progress too quickly (before advancing further)?	<i>Time will be added to the KWL exercise as needed if the students are having a harder time understanding the concepts we will do a mini snowball activity with questions only so the teacher can gauge the trouble spots the students are having and answer all the questions before they continue KWL</i>	<i>Extending the KWL time allows the students more time to read the documents and discuss them before adding information to the KWL. By doing the mini snowball exercise the teacher can learn what the students are struggling with and answer any questions without singling out any one student.</i>	5-10 min
<b>Extending &amp; Refining II (individual)</b> How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]	The KWLs will be compiled for the next day to show the students growth throughout the class and lead into the closure activity for the day. One K one W and one L will be read allowed from each group to show growth.	Gathering the collective knowledge of the class from the KWL to hang in the classroom will be a way to show students growth and for the students to see their own progress apart from being tested.	10 min
<b>Closure</b> How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	The students will participate in a snowball exercise in which they will take a half sheet of paper and write a fact they found interesting they learned or something they did not fully understand about religion and culture then the students will ball up the paper. The teacher will give a signal and the students will throw the papers into the air. The students will then pick up one of the papers and read it out loud. If the paper is a question about the lesson the teacher will ask for volunteers to explain or the teacher will explain. Once all of the students have read the papers they will be placed in a basket by the door labeled snowball. The teacher will then use one of the questions as a Bellringer the next day. If no questions are asked the teacher will give one of the interesting facts and ask which culture it belongs to.	The snow ball exercise is a way for students to have fun and learn at the same time. The snowball activity is easy for students to get involved in class and engage with the information. As a closure activity the students will be engaging with the information one last time before class is over and the teacher will be able to use the information in the next class to reintegrate the information.	10-15
	<b>Formative - Informal</b>	<b>Summative - Formal</b>	
<b>Assessments</b>	The Snowball closure activity will help the students understand that not understanding everything the first time is okay and by completing this activity with no names attached is a low stress way for the students to ask questions and the teacher to gauge the collective		

	learning of the class and the trouble spots that some students might be having.		
<b>Materials &amp; Supplies</b>	<ul style="list-style-type: none"> <li>• sticky note poster</li> </ul>	<ul style="list-style-type: none"> <li>• color markers</li> </ul>	<ul style="list-style-type: none"> <li>• snowball basket</li> </ul>
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (<i>Chicago Manual of Style</i>)</b> <ul style="list-style-type: none"> <li>• Finley, Todd. "22 Powerful Closure Activities." Edutopia. December 15, 2015. Accessed April 17, 2019.  <a href="https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley">https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley</a>.</li> <li>• Activity Cards</li> <li>• "K-W-L (Know, Want to Know, Learned)." NEA. Accessed April 17, 2019.  <a href="http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html">http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html</a>.</li> <li>•</li> </ul>		<b>Notes to self</b> <ul style="list-style-type: none"> <li>• The mind is not a vessel to be filled but a fire to be kindled (Plutarch)</li> <li>• Play music or a funny video before class to get the students awake and ready to learn.</li> </ul>