

Lesson Plan # 1
Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
World History	"A Religious Family Tree" Religions & Their Influence	Amanda F. Hay	Oct. 13th-14th
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	Students/Pupils will be able to recognize why different religions work and operate the way that they do based off of their leaders, location, and materials.		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	• Main Content Strand Objective: WH.B.1.1 ("Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions.") • Supporting Content Strand & Objective(s) ◦ WH.C&G.1.2 ("Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, and or restrict freedom and equality.") ◦ WH.H.1.1 ("Distinguish key turning points in world history in terms of multiple causes and outcomes.")		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	• I.1.3 - Gathering and Evaluating Sources ("Determine the origin, context, and bias of primary and secondary sources.") • I.1.5 - Communicating Ideas ("Develop new understandings of complex historical and current issues through rigorous academic discussions.") • I.1.6 - Taking Informed Action ("Generate ideas through which the inquiry facilitates change.")		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	Religious quotes, images, and mementos will be spread around the classroom as students are making their way in for the first few minutes of class. Each piece of material that is present in the classroom will relate to specific elements of religion that will be covered that day within the classroom.	The images, quotes, and physical mementos will help to get students familiar with the key aspects of different religions that will be discussed through the actual lesson.	5mins.
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	The acquisition will be relatively balanced for the lesson. As a teacher, I will list/explain the important terms/key factors of different faiths through videos, technological slides, and primary source documents. The students will apply the knowledge introduced and later give	By presenting religious findings, from both secondary and primary sources, the students will be able to exemplify the standard represented for the topic. (i.e. "Various religions and religious beliefs have influenced the ways a society or institutions within a society run...")	20mins.

	their feedback on what they retained the most.		
Extending & Refining I (group) 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?	Groups of students (5-6 groups, 3-4 students in each) will create a 'family/hierarchical tree' that displays different religions (Hinduism, Christianity, Buddhism, Islam, Judaism, Confucianism, Taoism, ect.) and present hierarchies of what types of figures and materials are included in each. Once each group is finished with their selected religion, they will present their visual findings to the rest of the class until each group has explained their chart.	This process will reinforce what the lecture presented. Relearning the information by physically organizing and visualizing it will help students within their groups to point out important aspects and data that are key to identifying the separate body of beliefs.	10-15mins.
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.	Students will work individually and refer back to their organized tree in order to create a venn diagram to compare and contrast how each religion operates. The students will compare their prior religion to the others that are presented by other groups.	Seeing how the various religions may be similar or polar opposites can help students to mentally organize and recognize why cultures interact with each other in certain ways.	10mins.
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	I will prompt the class as a whole to give out verbal or technologically submitted observations to get a good grasp of what the students took away and found most important/interesting from each faith.	Since it is hard to remember every minute detail, having a broad comprehension of the structure and key values/positions of different religions will help to build on the rest of the unit.	5mins.
Accomodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student	Struggling Readers	Strategies	The lesson will rely heavily on visuals and verbal/audio material. While there will be bullet points/brief paragraphs summarizing the information presented, symbols and pictures will be utilized to reinforced what is being presented.
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	The 'Pre-Lesson', 'Acquisition', and 'Closure' would be the 'Formative' sections of this lesson/topic. The information that will be presented will later give the basic answers to the 'family/hierarchical tree' that the students will create.		
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	Both of the 'Extending & Refining' sections will be the 'Summative' assessments. Seeing what information the students actually use to categorize and understand the big picture of the topic will help me as a teacher grasp what the students may lack understanding or information in. They are also helpful with creating a sense of mental organization by having the students practice guiding terms/people/places/things in order of importance and relevancy.		

Materials & Supplies	• Notebook (Online/Physical)	• PowerPoint Slides	• Class Whiteboard/Screen	• Posterboard(s)/Poster(s)
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) • Evans, Ashley. "Different Religions In The World" <i>Bible Reasons</i>, Aug. 25, 2022. https://biblereasons.com/different-religions-in-the-world/ • Long, Lisa. "Religious Family Tree" Norman Rockwell Museum, 2017. https://rockwellfourfreedoms.org/religious-family-tree/ • Presenting scripture/statements from different religious texts that mention religious figures/roles, holy places, and artifacts/structures.		Notes to self (post-lesson) • Collect photos of student's 'family/hierarchy trees' for future lesson presentations. • Research/Save any questions students may have brought up to present for the next class/future lecture. • Expand on/Simplify any class information that seemed to confuse or created disinterest for students. • Alter/Get rid of any information/visuals that were inaccurate or not helpful.	