

LESSON PLAN TEMPLATE

Course Name: 7th Grade Social Studies
Unit/Theme: Westward Movement and Sectionalism

Time Frame: 1 lesson
Grade Level: 7th Grade

CONTENT AND SKILLS

Learning Objectives:

- Students will demonstrate knowledge of using a code by translating and writing messages using the Morse Code.
- Students will demonstrate comprehension of the Morse Code by comparing the use of the code to the use of modern-day text messaging.

Essential Questions (optional):

- How is the Morse Code similar to sending text messages on a cell phone?

Students I can statements . . .

- I can use provided Morse Code translation codes to translate words and math problems and write a message for the teacher to translate.
- I can compare Morse code and modern-day text messaging.

How will you meet the needs of SWD and ENL students?

- Both of the activities have been translated for our Spanish speaking student.
- We will be allowing partners to help with the translation activity to help students who learning strengths don't fit this activity.

Content Standards

List all standards and how learners will meet the standard

- **NYS SS 7.6 WESTWARD EXPANSION**: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

NYS Computer Science and Digital Fluency Standards

List all standards and how learners will meet the standard

- **7-8.NSD.4** - Design a protocol for transmitting data through a multipoint network.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- **1A.3c.** Demonstrate the capacity to maintain concentration on a task. – *Due to difficulty of task for some students.*

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
How will you make sure this lesson is culturally responsive?

- Slightly shorter class due to community circle time at the end of the day.

1. Welcome back from break.
2. Put “texting” shortcuts on the board – *discuss what they mean as a class.*
3. Today we are going to be looking at the very first text messaging code – *the telegraph and morse code.*
4. Watch an intro video clip about the Morse Code.
5. Go to page 1 in Unit 6 of Class notebook. As a class, read what the Morse Code is.
6. Start the “translating” part of page 1, what does the message say using the alphabet chart. *Start as a class and then let the students do it by themselves or with a partner. Use a random name selector to select students to share the answers.*
7. Move to page 2 in Unit 6. Now, students will be working with numbers instead of letters and we have upped the difficulty because not only do they have to translate the numbers, they have to solve the math as well. ***Again, use the name generator to have students solve the morse code and the math for each question.***
8. **EXIT PASS 1:** *Students will write their own morse code message for the teacher to interpret on a sheet of paper.* **7-8.NSD.4**
9. **EXIT PASS 2:** How is using the Morse Code similar to modern day texting on your cell phone? ***On Microsoft Forms.*** **7-8.NSD.4**

BACKGROUND OR PRIOR KNOWLEDGE

- This is the first day of a new unit and the first day back from February recess. Due to several students probably being absent and the first day of the unit, this is simply an intro day, and we will refer back to this as we move through the unit.

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- YouTube video clip
- Microsoft Forms for an exit pass activity
- Morse Code translation key (*old school technology*)

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as templates, images, videos, etc.

- YouTube video - [How does Morse Code work?](#)
- Morse Code Translation page - [Morse Code Alphabet](#)
- [Resource Folder](#)