

Part 2 Lesson Plans

There are two segments to this section:

Segment A) Analyze an existing lesson plan using the template below:

Information about the Lesson			
Learning Theory	Bloom's Cognitive Domain	Gardner's Multiple Intelligences	Lesson Type
☐ Behaviorism ☐ Cognitivism ☒ Constructivism ☒ Experiential	☐ Remember ☐ Understand ☒ Apply ☒ Analyze ☐ Evaluate ☐ Create	☐ Verbal/Linguistic ☐ Logical/Mathematical ☐ Visual/Spatial ☐ Bodily/Kinesthetic ☐ Musical/Rhythmic ☒ Interpersonal/Social ☒ Intrapersonal/Self-aware ☐ Naturalist/Environmentally aware	☐ Present and Explain ☐ Direct Instruction ☐ Concept Lesson ☐ Inquiry-Based Lesson ☒ Cooperative Learning ☒ Project /Problem-Based Learning ☐ Classroom Discussion

Your analysis should examine your existing lesson in regards to 1) Learning Theory, 2) Bloom's, 3) Multiple Intelligences, and Lesson Type. I would like you to provide, in paragraph form:

a) Current State (How happy are you with this lesson?)

This lesson is how I introduce World War I in World History. I put students into groups and each group represents one of the main countries involved in the events leading up to WWI. They have a list of resources available to them to use in negotiations with the other countries to accomplish their goals. The learning theory is a combination of constructivism and experiential because the learning is very social and dependent on the students taking control of their own learning by role playing events leading up to WWI. It fits in the apply and analyze domains of Bloom's taxonomy because they have to execute certain goals using their existing knowledge of the time period and they have to deconstruct how their actions can apply to what actually happened. Overall I am somewhat happy with this lesson except that every time I do it there are inevitably students who do NOT thrive in social learning situations. Also, some of the students have a hard time connecting the "fun activity" to actual learning.

b) Rationale (Why do you/are you teaching it?)

I teach this lesson because it is one of the MN state social studies standards (9.4.3.12.1) and I teach it the way I do to garner more engagement from students. Some students really buy into the role-playing aspect while others completely dread it and sit quietly throughout most of the simulation.

c) Effectiveness (How effective is the lesson?)

I think the lesson is effective for some students and not others. I think the students who are the interpersonal and intrapersonal learners really understand the social and political causes of WWI while other learning types struggle to connect the activity to learning. Some students just think it is a fun break from the usual history style of lecture and regurgitation of facts.

d) **Knowing what you do know about differentiation, what would you change?**

One thing that I think I would like to change to incorporate more differentiation is to add in a specific role to each group of the “recorder” who is responsible for keeping a log or journal of the negotiations with other countries. This would give some of the verbal/linguistic learners (who often struggle with this lesson) a chance to flex their learning muscles more.

Segment B) Use the template below to show your newly created Lesson plan. NOTE* what is listed on the lesson plan are only your changes. For example:

- Does your new lesson plan attend to a higher level of Bloom’s or another of Gardner’s Intelligences?
- Are different materials needed?
- Are there changes to your objectives?
- Do your guiding questions change?
- Do you need to change your formative and summative assessments?

New Lesson Plan

Instructor:		Class:	Day:	Date: TBD
Learning Theory ___ Behaviorism ___ Cognitivism ☒ Constructivism ☒ Experiential	Bloom’s Cognitive Domain ___ Remember ☒ Understand ☒ Apply ☒ Analyze ☒ Evaluate ___ Create	Gardner’s Multiple Intelligences ☒ Verbal/Linguistic ___ Logical/Mathematical ___ Visual/Spatial ___ Bodily/Kinesthetic ___ Musical/Rhythmic ☒ Interpersonal/Social ☒ Intrapersonal/Self-aware Naturalist/Environmentally aware	Lesson Type ___ Present and Explain ___ Direct Instruction ___ Concept Lesson ___ Inquiry-Based Lesson ☒ Cooperative Learning ☒ Project /Problem-Based Learning Classroom Discussion	
Materials Needed: WWI Simulation Country Packs, journal/logbook for recorder				
Lesson Content and Design				
Central Focus / Big Idea: Causes of World War I				
Objective(s): Students will be able to describe the social, political, and economic causes and consequences of World War I.				
Guiding Question(s): What were the four M.A.I.N causes of World War I?				
Assessment: <i>Formative:</i> Asking students questions about their goals throughout the simulation. <i>Summative:</i> End of simulation reflection, test at the end of unit				
Standard(s):				
9.4.3.12.1 - Describe the social, political, and economic causes of World War I				
List those elements that would be changed to your preexisting lesson				
Elements	Minutes	Short Description		
Group recorder position	15	To add a verbal/linguistic portion to the lesson I will implement a new position in the role-playing simulation called the “recorder”. This person will be responsible for writing out the details of the negotiations with other countries, including the motivation for why the deal was made. This is an ideal role for the students who do not do well in interpersonal learning situations so that they can still demonstrate their understanding of the topic.		
