

## Summer Institute Lesson Plan Template

**Subject(s): Social Studies**

**Grade: Pre GED ESL students (20-30 years old) and Post Secondary students with an Intellectual Disability**

**Teacher(s): Audrey Hudson, Cheryl Gillette and Jean Vaughn-Reaves**

### Lesson Elements

1. *Common Core Learning Standard(s) Addressed:*

*There are no Common Core Learning Standards for this student population.*

2. *Learning Targets:* (What will students know and be able to do as a result of this lesson?)

*At the completion of this lesson students will be able to describe the differences and commonalities of what Humanitarian Law is from their perspective as related to their communities and how when conflicts arise they are able to resolve them.*

3. *Relevance/Rationale:* (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

*The outcomes of this lesson are important for the following reasons.*

- *Students will be able to define conflict as it relates to their communities.*
- *Students will be able to adjust to changes in their community in a positive manner.*
- *Students will be able to discern what's worth defending.*
- *Students will be able to describe the commonalities and differences they have with others in their community.*

4. *Formative Assessment Criteria for Success:* (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?)

*Teacher made Pre-Post Assessment*

*Work Samples*

Verbal responses

5. *Activities/Tasks:* (What learning experiences will students engage in? How will you use these learning experiences or student products as formative assessment?)

1. Games

2. News Clips

3. Round Table Discussion

4. Films

5. Have the students create a Venn Diagram

6. Resources and Materials:

American Red Cross: Exploring Humanitarian Law ( materials available at : <http://www.icrc.org/eng/what-we-do/building-respect-ihl/education-outreach/ehl/exploring-humanitarian-law.htm>)

Peace Building .Org and Non-Violent Conflict.Org

7. *Access for All:* (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

Information will be made available to the students in their native language if possible and for the students with Intellectual Disabilities, the information will be made available through the use of a computerized program called Vizzzle.

8. *Modifications/Accommodations:* (What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?)

Students with Intellectual Disabilities will be able to access the information through simplified instruction and Vizzle examples.

## Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?

Kathryn Hope: Senior Associate, IHL Dissemination American Red Cross

Daryn Cambridge: Peace Educator in Residence, School of Education, teaching and Health; American University

- How did this lesson support 21<sup>st</sup> Century Skills?  
It supported 21<sup>st</sup> Century Skills in that it made the students think outside of their neighborhoods and to put themselves in the shoes of others.
- How did this lesson reflect academic rigor?  
Students were introduced to new vocabulary and had to use the new vocabulary when discussing the topic with their peers.
- How did this lesson cognitively engage students?  
The students were asked to draw from their own experiences and to imagine themselves in the shoes of the peers.
- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?  
The students had to talk to one another to find solutions to the conflicts that were presented. The students also were to asked to create a Venn Diagram depicting what they learned.