

**Summer Institute Lesson Plan Template**

**Subject(s): History and Government**

**Grade: 9-12**

**Teacher(s): Bailey, Ikenberry, Root, Vardi**

**Lesson Elements**

1. *Common Core Learning Standard(s) Address*

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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

- Use domain specific vocabulary
- Utilize graphic organizers to plot revolution
- Argue with criteria as evidence
- Assess whether an event constitutes a revolution.

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

Essential for global citizenship and understanding.

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?)

Instructor assessment of conclusions drawn by students' written reflections.

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

Students will receive direct instruction on revolution vocabulary and Crane Briton's seminal criteria on stages of revolution.

Small groups (see #8) will be created and assigned background.

6. *Resources/Materials:* (What texts, digital resources, and materials will be used during this lesson?)

Graphic organizers

Copies of Crane Briton's *Anatomy of a Revolution*

BBC country timelines

CIA World Factbook

Classroom Textbook

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.)

Hard copies of all resources

Variety of groupings to include special needs students

Variety of reading level materials for HILT/ESL access

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

Differentiation tactics:

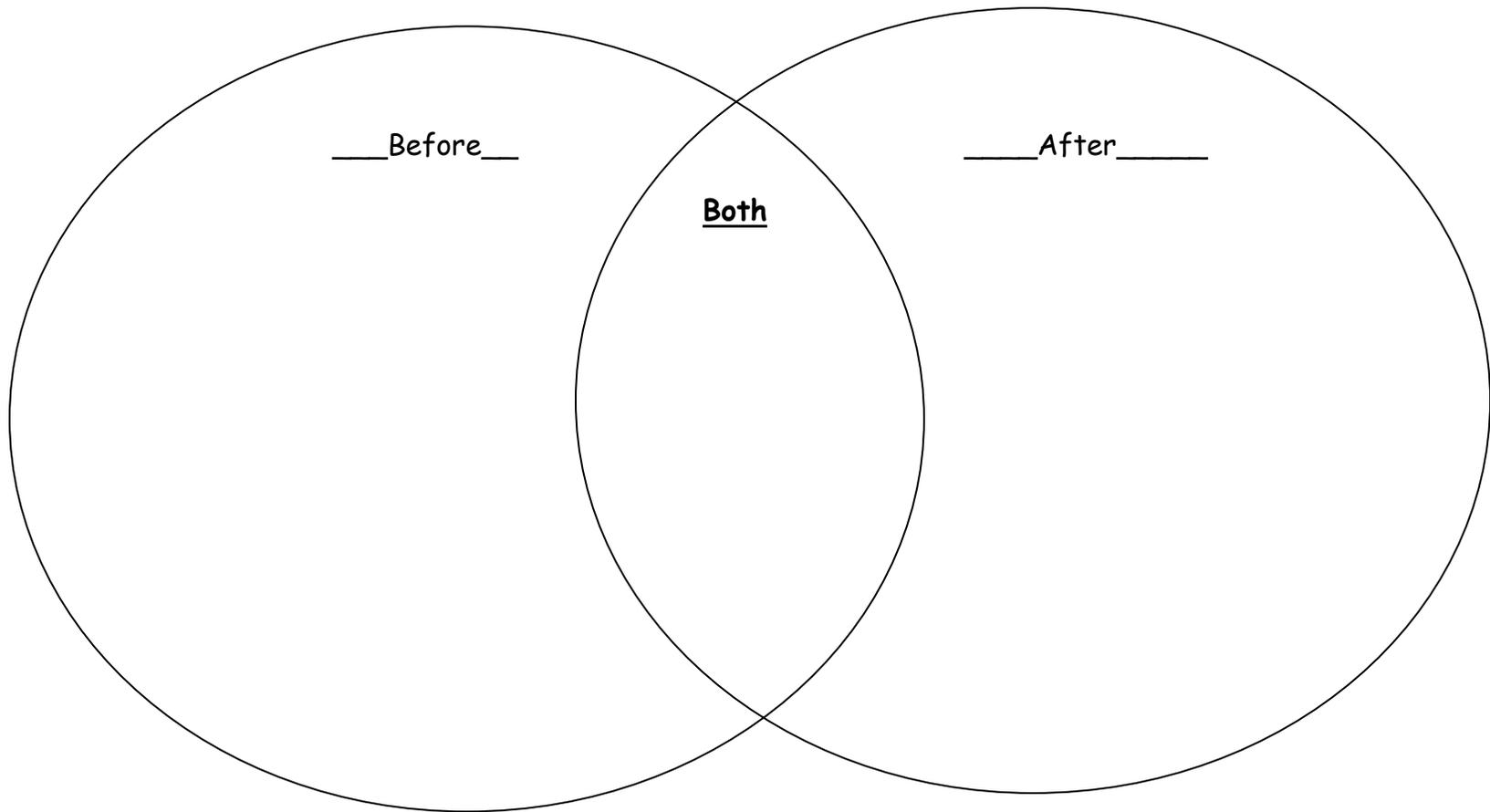
- Grouping IEP/504s with non IEP/504 students
- Small group orientation
- Task assignments for each group member at instructor's discretion.

## Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?
  - Revolutions 101: Michael Stanaitis
  - Ukraine Crisis: Russia, the West: Matthew Rojansky
  - Thailand in 2014: John Brandon
  
- How did this lesson support 21<sup>st</sup> Century Skills?
  - Enhances global citizenship
  - Analyzing historical and current events using digital technology
  
- How did this lesson reflect academic rigor?
  - Utilizes Bloom's Taxonomy in reading assignments based on student aptitude
  - Focus on critical reasoning in analysis of primary and secondary sources to draw conclusions.
  
- How did this lesson cognitively engage students?
  - Provides an essential question framework for comparing historical revolutions with present day conflict/revolutions.
  - Student-oriented problem solving and drawing conclusions based on evidence.
  - Requires predictive reasoning.
  
- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
  - Group work is essential in document analysis, discussion on essential question, written conclusions.

## ESSENTIAL QUESTION: WAS IT A REVOLUTION?

Use the following definition: Revolution is the public seizure of the State in order to overturn the existing government and regime with your assigned resources to identify the government and regime institutions before and after the revolutionary period. If there is overlap between the people and/or institutions, place them in the *both* space.



**Was this event a revolution? Explain using the assigned definition and evidence from your Venn diagram.**