

LESSON PLAN FORMAT

Name: Julia Staton Date: 2-28-14 Age/Grade: 6th:10-13 # of Students: approximately 27 p/c

Subject: Social Studies Major Content: Comparative Culture Lesson Length: 1 Day

Unit Title: Europe & Russia

Lesson # and Title: The Countries of Southern Europe

Contextual Factors:

Economic:

- Rural central Kentucky; 53% of students on free or reduced lunch. 12.1% of students receive special education services. In my Advisory/Homeroom 22 of 26 students receive free and reduced lunch.

Population Diversity:

- The classrooms contain predominately white students; with a small mixture of African American students. The classrooms also are mixed with some Mexican American students; all of which speak English.

Classroom:

1. Assistance: 4th period resource teacher and special ed. Aid
2. Resources: 1 Computer; classroom set of text books, class set of atlas's, smart board, various books that aren't class sets.
3. Physical Environment: classroom contains 27 desks, posters with maps, globes, bulletin board displaying work, word wall.

Student Characteristics:

1. IEP's: 10 different students with learning disabilities, below grade level reading, and behavior conditions
2. GSSP: I have three students identified in this class as being gifted; all of which were in the top 5% of MAP testing scores.
3. Language: In this specific class no students have a language barrier.
4. Cultural: 11 student is Hispanic; 6 students are African American
5. Positive Characteristics (e.g. special interest, talents etc.): 2 of the gifted students are on academic team; of the 27- 11 participate in band.
6. Learning Styles/Preferences: Learning inventory was given during the first week of school: they enjoy group work, but from experience the smaller and more controlled the group the better.
7. Prior Knowledge/Instruction: Students had little knowledge of geography as a pretest revealed. We began our unit with "Where do I live" after many students couldn't tell me their address and didn't know the difference between a city and county.

Contextual Factor Implications:

1. Impact on Assessment: Students begin class with a bell ringer which addresses the lesson previous, the upcoming lesson, and/or a social studies vocabulary word. Summative assessments are only to be given at the end of units and are not at teacher discretion. Formative assessment is used daily to ensure that the material is being received by all students. When a topic is not understood it can be addressed through the bell ringer or if

need be through further instruction.

2. **Impact on Planning and Instruction:** For my classes which all have various levels of student ability I try to ensure there are lessons that apply to all students. I want to ensure that if we read, we also discuss, and then apply the knowledge, to reach different students of different learning styles. We will be using the Kagen strategy; *Numbered Heads Together*. Which is great at targeting all different learning styles, it encourages student dialogue, written skills, verbal skills, cooperation, and a variety of other skills needed for school and the future.

Goal: (*teacher*) Students will be able to successfully compare and contrast the countries of Southern Europe.

Standards (Connections)

- SS-06-4.2.1: Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2
- SS-06-4.2.2: Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. DOK 2
- SS-06-4.3.2: Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day. DOK 3
- SS-06-2.1.1: Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. DOK 2

Objectives: (Targeted Outcomes)

- Students will be able to list the four countries of Southern Europe.
- Students will be able to describe each individual country
- Students will be able to compare the countries of Southern Europe
- Students will be able to identify differences in the cultures of Southern Europe.

Essential Question(s) and/or I CAN statements

I can identify and describe the four countries of Southern Europe.

Assessment Plan

Objective Number	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
1	Formative	Bell Ringer	N/A
2	Formative	Numbered Heads Together	N/A
3	Formative	Numbered Heads Together	N/A
4	Formative	Numbered Heads Together	N/A

Resources, media and technology:

Text Book; Smart Board, Dry Erase Board, 1 complete set World Books, Poster Board, Art supplies.

Procedures:**1. Anticipatory Set:**

Bell Ringer

- What are the four countries of Southern Europe?
- S.S Word of the day: bureaucracy- : a large group of people who are involved in running a government but who are not elected: a system of government or business that has many complicated rules and ways of doing things

2. Introduction:

- To start we will go over the bell ringer and discuss our word of the day. The word of the day comes from a list of discipline specific words that students should know. These words will be seen in future social studies classes and on standardized testing in a social studies context. I will then get everyone to their numbered heads group and ensure everyone knows their group and person number.

3. Body of the Lesson:

- Since we have already covered, by discussing and reading the material from the text today we will begin to apply our knowledge to questions we will see on the test and real world scenarios. I plan to cover the materials with the Kagen strategy “numbered heads together.” I use this strategy frequently due to the high rate of success I have had in the past and continue to have. Students enjoy the “game” as well as learn. The strategy has numerous components including self-reflection known as “think time”, it emphasizes writing skills during the time students write their ideas, as well as academic dialogue when the time comes to reach a consensus as a group. The questions are designed to be thought about and discussed, not simply answered with a yes or no. The questions will include:
 - How is the climate related to other aspects of life in Southern Europe? Take for example agriculture, architecture, economy, etc.
 - Describe how the history of Greece has changed. (to answer completely you will have to look at the history and the section Greece Today p294)
 - Describe Greece’s economy in detail
 - Compare the History of Italy p.296 to the present day Italy P.299
 - What important place is within Rome, Italy? Why is it important? Who lives there? Explain and give details.
 - What is the importance of the Renaissance? Have you heard the term before? Where? What was the Renaissance? What happened?

4. Closure:

We will close with adding up the results of our bonus points, of course this is their favorite part seeing their work and cooperation pay off. I will ensure that no one has questions or any additional comments. I like to end with a small formative assessment, just to ensure all students are on the same page, and are comfortable with the material.

5. Homework

N/A

Reflection: (completed after the lesson is taught)