

Lesson Plan

NAME:	Tonya Barnett	DATE:	11/11/12
LESSON LENGTH:	2-3 Days	SCHOOL:	Science Hill
GRADE LEVEL:	8 th Grade	# OF STUDENTS:	17
SUBJECT:	Social Studies	# OF IEP'S:	1
TOPIC:	Declaration of Ind.	# IN RTI	1

Content/Objectives:

SS-08-1.3.1

Explain and give examples of how the United States Declaration of Independence, the Constitution, and the Bill of Rights establish democratic principles and guarantee certain rights for all citizens.
DOK 3

SS-08-1.1.2

Describe and give examples of how democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).

DOK 2

SS-08-5.1.2

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

DOK 3

CONTEXT:

KEY VOCABULARY:

Independence Day

Petition

Traitor

Battle of Bunker Hill

Ticonderoga

Natural Rights

Olive Branch Petition

Common Sense

CONTEXT:

Students have previously learned about the key events leading up to the Declaration of Independence (Stamp Act, Quartering Act, Tea Act, etc.). After completing History Alive interactive reading notes for background information, students analyzed excerpts from the Declaration of Independence and rephrased them in words that a third grader could understand. They created a kid-friendly picture book and read them to Mrs. Bowling, Mrs. Luttrell, and Mrs. King's third graders. They will now use the content learned to create a parody of the song, "Done" (by The Band Perry) to fit with content about the Declaration of Independence and the conflict between the colonists and Britain.

MATERIALS:

Easy Teach Anywhere software
Turning Point clicker system
Youtube videos “Too Late to Apologize” and “Done”
Projector/screen
iPads and/or iPhones
Songify or comparable App
Props in prop box
Pencil/paper

PROCEDURE:

1. Assign each student a Turning Point clicker.
2. Do a quick review of Declaration of Independence content to assess knowledge.
Students will be given a question on the screen and will use the clicker to respond. A graph will appear to show them the percentage of kids who got the question correct. I will use that data to determine if that content needs to be covered further.
3. Collect clickers and transition to next activity.
4. Show the students the Youtube parody video “Too Late to Apologize” and talk about the historical connection with the conflict between the colonists and Britain. Have them analyze the song and answer questions about the people and the lyrics.
5. Explain to them that this is a parody and they will use it as an example to create one of their own.
6. Show them the Youtube video “Done” by the Band Perry (with lyrics only). Tell them this would be a good song to use to make their parody, but they can choose any song they want as long as they can change the words around to fit with our content.
7. Let the students work with their tables of four, using Kagan structures, to facilitate the steps in this assignment. They can use the Songify app or a comparable app to create the parody or simply do it on their own.
8. For extra credit (15 Points) they can use props from my prop box and perform their creation for the class using the instrumental/karaoke version.

*This activity could take multiple days to complete.

STUDENT ASSESSMENT:

1. Turning Point clickers to review content
2. Observation of student participation and discussion
3. Completed parody
4. History Alive ch. 6 assessment

REFLECTION:

The students really enjoyed using the technology. I use technology some way, every single day, but find it harder to actually put it in the hands of my students. With limited lab time and laptop cart access, it is sometimes difficult to make it work. I find myself doing the same things to fit it in. Now that I have an iPad for my class and have learned a variety of websites that can be used in the classroom, I will use it more frequently.