

Southern Middle Lesson Plan Template 2013-14

Name: Amy Kennedy		Grade Level: 7 th		Subject: Social Studies
Unit Title: Ancient Greece/Begin Rome				
Monday 1/13/2014	P.O.S.: 2.19/2.20	KCAS/4.1: SS-07-4.4.2 SS-07-4.3.1 SS-07-4.2.1 SS-07-3.4.2 SS-07-2.1.1 SS-07-5.1.2 SS-07-5.3.3	CCRS:	Formative/Summative Assessment: Question and answers
I can read and interpret timelines.				
Today's Activities Advisory/2: AM/AR Bell ringer: Simple Solutions #40 (Alexander the Great) <ol style="list-style-type: none"> 1. Correct Bellringer 2. Video clip on Alexander the Great 3. Interactive timeline using Smartboard 4. Discussion/ Q &A follows Homework: None			Terminology: Chronology Timeline Secondary source B.C vs. B.C.E. Civilization Classical Period/Golden Age	
Reflection: <ol style="list-style-type: none"> 1. This interactive timeline lesson was used as a means to help review all the major civilizations studied during the first half of the school year and helping students put these civilizations into perspective. 2. A series of events with dates are placed below the timeline. A set of pictures related to the event is above the timeline. Students volunteer to move events and match pictures to the events. 3. Students enjoyed working with the Smartboard. If mistakes were made or about to be made classmates readily chimed in to help correct errant or near errant moves. 4. A drawback to this lesson was that 100% of the students are not engaged. And even though most students were involved, all were not involved simultaneously, and there were those few students whose attention would wander. Also, the Smartboard has limited space, so there were only eight events listed. If more were added, then the font would had to have been smaller, but then it would have been difficult for all students to see the events from their desks. 5. In the future, a way to have involved/engaged all the students would have been using one of the Kagan structures instead of having students seated in traditional rows. There would have been enough events and enough groups to have had assigned each group an event. Each group could then have discussed the significance of the event, properly placed it on the timeline, and the shared their thoughts with the class, as opposed to having discussions as a class. 				