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| **Teacher**  **Casey Campbell/Tiffany White** | | | **Date**  **2/24/14** | | **Grade**  **9/10/11** | | **Content Area**  **Social Studies** | | | |
| **Objective/Essential Question:**  **Study a historical narrative.**  **Who are some African Americans that impacted history?**  **Who is George Washington Carver? What is his contribution to history?**   * **Physical Skills: Interact with smartboard and maps** * **Cognitive Skills: Answer comprehension questions related to reading.** * **Social Skills (learning teams): Turn taking, work with a partner** | | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Curriculum Standard**  **Study a historical narrative.** | | **Technology**  **Smart board**  **Videos** | | | | | | | **21st Century Skills**  **How are our lives impacted by what George Washington Carver did in history?** | |
| **Materials**  **Smart Board**  **Map**  **Computer**  **Picture board of African Americans throughout history.** | | **Vocabulary (Literacy)**  **Legacy** | | | | | | |
| **Lesson Procedures** | | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:**  **February is Black History Month. Who are some influential African American’s throughout history? Students point to pictures on the chart.** | | | | | | | | | | |
| **What the teacher will do:**  **Read biographical info from smart notebook about George Washington Carver to the students. Ask comprehension questions throughout the reading. Explain unfamiliar or new vocabulary throughout the reading.**  **What the teacher assistants will do: Take data, assist students while answering comprehension questions.** | | | | | | | | | | |
| **Guided/Independent Practice**  **Students will identify famous African Americans throughout history.**  **Students will answer comprehension questions during reading in partner groups.** | | | | | | | | | | |
| **Assessment/Check for Understanding**  **Students will answer comprehension questions during reading in partner groups.**  **Students will say whether or not they liked the reading.** | | | | | | | | | | |
| **Closure/Summary**  **Students give their opinion of the reading.** | | | | | | | | | | |
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| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | | |
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