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| **Teacher**  **Tiffany White** | | | **Date**  **4/7/14** | | **Grade**  **9/10/11** | | **Content Area**  **Social Studies** | | | |
| **Objective/Essential Question:**  **Study a historical narrative.**  **What happened to the Titanic?**  **Why do we talk about the Titanic?**   * **Physical Skills: Interact with smart board and classroom technology.** * **Cognitive Skills: Answer comprehension questions.** * **Social Skills (learning teams): Work in teams. Turn taking** | | | | | | | | | **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**  **Students use a variety of technology to answer questions.** | | **Technology**  **Smartboard, IPADs** | | | | | | | **21st Century Skills**  **How did the Titanic affect modern ships? How did Titanic change the way people travel on the ocean?** | |
| **Materials**  **Smartboard, Smart Notebook, Map** | | **Vocabulary (Literacy)**  **Titanic**  **Ship**  **Sink**  **Iceburg** | | | | | | |
| **Lesson Procedures** | | | | | | | | | | |
| **Review**(Links to Prior Knowledge, Anticipatory Set)**:**  **We use many ways to travel. What are some types of transportation? (Students point to pictures on chart) A ship is a form of transportation.** | | | | | | | | | | |
| **What the teacher will do:**  **Review smart lesson, show vocabulary cards, use visuals related to transportation and Titanic, ask comprehension questions.**  **What the teacher assistants will do: Take data and assist students in choice making** | | | | | | | | | | |
| **Guided/Independent Practice**  **Follow smart lesson, interact with lesson on smart board** | | | | | | | | | | |
| **Assessment/Check for Understanding**  **Students will answer comprehension questions: What was the Titanic? What happened to the Titanic?....**  **Students will say whether they liked the lesson or not** | | | | | | | | | | |
| **Closure/Summary**  **Students give their opinion of the reading** | | | | | | | | | | |
|  | | | | | | | | | | |
| **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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