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EDUC 5311

9/12/19

**Lesson Plan 2**

**Lesson Title/Topic:** 8th grade Social Studies/Federalists and Anti-Federalists

**Standards:** TEKS 8th grade Social Studies curriculum 113.20 (b) 17A

 CCRS Social Studies curriculum 1C 2

 ELPS 74.4 (d) 6B

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| **Learning Objective:** Students will write a 3-5 paragraph essay detailing the differences between Federalists and Anti-Federalists. Students will use examples of our founding fathers in their essay and provide at least 3 examples of both ideologies.  |
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|  **Lesson Cycle:** **(Direct instruction)**  |

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| **The teacher will:** | **The student will:** |
| **Focus (Hook, Mental Set):** I will briefly review Federalists and Anti-Federalists before providing a song for the students to listen and follow along with in class that deals with Federalist and Anti-Federalist points of view. I will ask them to follow along as we discuss during the song what are some beliefs being established in the lyrics.**SIOP: I will ask students if they recall the music from Hamilton that we played for a prior lesson (The creation of the Constitution). I expect most students are familiar with the music given its popularity in society today.** | Briefly recite what they remember about Federalists and Anti-Federalists from the previous class. They will then follow along with the lyrics sheet that is handed out to them in class as the song is playing. They will underline or highlight a point of view that best fits the ideology as the song is playing. |
| **Instructional Delivery (Teacher Input):** I will hand out a slip to each student that describes a belief of one of the ideologies being discussed in class that day, I will then instruct the students to go to the side of the room with the ideology they believe best represents the belief on their slip of paper. Once they are finished, I will review with them to see if they are on the correct side of the room.**Accommodation: One student is dyslexic. I will partner that student up with another student who is not dyslexic and have them read their slip of paper to the dyslexic student. The partner then will help the dyslexic student read what each poster says on the respective side of the room.** | Receive a slip of paper with a belief pertaining to one of the ideologies being discussed in class that day. They will then go to one side of the classroom that is labelled either ‘Federalist’ or ‘Anti-Federalist’ depending upon which ideology is best correlated to their belief slip they received.**Modification: One student is visually impaired and has not received glasses yet. I have been granted an auditory learning device by the school to use for this student until he receives his glasses. The auditory device will tell him what designated areas are on both sides of the room. That will allow them to keep up with other students in the class.** |
| **Guided Practice:** Once my instruction delivery is finished, I will instruct the students to go back to their seats. We will then discuss further about the Federalist and Anti-Federalist views as it pertains to the world of today. I will then assign them to write a 3-5 page essay describing what they know about Federalists and Anti-Federalists based on what we discussed in class up to that point. | Students will return to their seats and prepare to receive a quick lecture about Federalists and Anti-Federalists in today’s day and age. They will then write a 3-5 page essay describing what they know about Federalists and Anti-Federalists using examples of what we talked about in class up to that point.**CALLA: Students will be allowed to work together by sharing their slips of paper given for their category of federalist or anti-federalist. They will share with their other group mates what was on their respective slip of paper. Students can explain why the other student’s slip of paper resembles a federalist or anti-federalist view, that way everyone gets input for their essays they will be required to write.** |
| **Independent Practice:** I will then let the students start their assignment. Whatever they do not finish will be taken home to be finished before class the next day.**Accomodation: Student in class is easily distracted by noise. I will allow them to go into the hallway to start writing their essay where there is less noise and they can focus easier.** | Students will then start their assignment based on the criteria given to them. Whatever they do not finish will then be taken home to finish that evening. |
| **Closure:** I will stop class about 5 minutes before the bell rings to briefly talk about what was learned that day and preview what material we will discuss the next class period. | Students will stop writing about 5 minutes before the bell rings in order to review what was discussed in class that day before receiving a preview of what material will be discussed in the next class period**TPR: Students will raise their hands when asked whether a certain view is federalist or anti-federalist. I will give either a title or a belief to the students, then ask whether they believe it is federalist or anti-federalist by raising hands on either answer. This will allow me to assess whether students understood material well enough for me to feel confident of their processing the information.** |

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| **Options:** |   |
| ***Enrichment:*** 1. For students who ace their essays, I will ask them to watch the news that evening and write down a paragraph about what policy issues were discussed by the current administration that day and how it pertains to a Federalist or Anti-Federalist point of view. 2. I will also ask them to identify whether the Republican or Democratic Party of today aligns with the Federalist or Anti-Federalist point of view. | ***Reteach:*** For students who are struggling to understand the concept of Federalist vs Anti-Federalist point of view, I will re-visit Alexander Hamilton and Thomas Jefferson and discuss with them what their beliefs were. I will then introduce Federalist and Anti-Federalist in a different approach by relating each ideology to a personal interest of theirs, such as sports or the arts. My hope is that students will apply their interests to what I am re-teaching them at that moment. |