Lesson Plan #7

**Name: Laneise Scharback Date: March 20th, 2018**

**Subject: Social Studies Grade: 6/7**

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| **Essential Question** (guiding overall unit of study): **Why are Relationships Important?**  **Guiding Questions** (specific to this lesson): **What is the relationship between power and authority?** | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **PA6.1-** Examine the relationship between an individual's power and authority and the power and authority of others. | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statements.  **(c)-** Determine traits common to individuals who are perceived as effective leaders in a variety of contexts in the local, provincial, territorial, national, or international arena.  **(d)-** Identify and examine the characteristics of local, provincial, national, and international leaders and organizations in order to show the relationship between the power and authority of those individuals and organizations, and the power and authority of others. |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before: Kahoot to review previous information  During: Creating posters in groups | |
| **Instructional Strategies:** (specific strategies)  -Group work  -Creating visual representations | |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)  Activate and build on prior knowledge (Instruction), Enable students to record oral lessons (Instruction)**,** Increased opportunity for concept mastery (Process), Flexible Groupings (Environment) | |
| **Materials Needed:**   * Poster board (Orange, Blue, Green) * Markers * Laptops for students to do the kahoot as well as access One Note * Clear duotangs for students to access character traits handout | |
| **Learning Experiences: 45 minute lesson**  **Set (15 min)**  -Ask the students to pull out their laptops so that we can do a kahoot (I will have this set up on the projector)  -Write the instructions on the board. They need to go to kahoot.it and type in the entrance code  **Development (30 minutes)**   * The students will use this time to complete their posters that they began creating on Monday (this is a work period) * Open up the Google slide presentation from lesson 6 so that the poster criteria is on the board for students to view. * Review the groups because some students were missing on Monday * Explain to the students that they will not have choice on where their group works on their poster- the locations have been added to the Google slideshow. * Explain to the groups that these posters need to be finished in this class period because we will be doing the jigsaw activity next class   **Closure (5 minutes)**   * The students will have five minutes to:   -Clean up their station  -Hand in their poster  -Hand in their duotangs | |