Lesson Plan #8

**Name: Laneise Scharback Date: March 21st, 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.  **(e)-** Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power. |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  Before: Conversation about how groups compete for power  During: Role-Play skits | |
| **Instructional Strategies:** (specific strategies)  -Group work  -Class Discussion | |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)  Use multi-sensory instructional materials to support student comprehension (Kinaesthetic learners) (Instruction), Assess prior knowledge (Assessment), Tactile-Kinaesthetic (Product), Flexible groupings (Environment) | |
| **Materials Needed:**  -Prompt papers for the students (four options) | |
| **Learning Experiences: 45 minute lesson**  Open up Google slide presentation for Lesson 8  <https://docs.google.com/presentation/d/15b5rxaMdWbMlEL5vCDVWRQmQSNXVnXNo6ZKw37-PApU/edit?usp=sharing>  **Set (10 minutes)**   * Have the students describe how certain groups deal with competing claims for power. This will be done as a think-pair-share. * These are my guiding questions for the students:   **-How do bullies obtain their power?** They use force to build themselves up  **-How do council members in the city compete for power?** They go door to door campaigning and trying to reach as many people as they can so that they will vote for them  **-How do government leaders compete for power?** They use television, advertisements, and social media to broadcast what they will do if elected, what they support, and what they are hoping to change. They compete through an election and people vote.  **-How do protestors compete for power?** They walk the streets, go on strike, have rallies to receive media attention, etc.  **Development (30 minutes)**  Explain to the students that they will be creating skits based on force, authority, or influence.   * Have the students form groups of three (their choice) (there will be one group of 2) * They need to come to me once they know all of their group members’ names and I will record them on a piece of paper for my own personal use. * The students will be given a prompt from me (There will be four different numbered prompts. The students will need to tell me which prompt they have chosen before they begin creating a one-minute skit. Some groups will have the same prompt, but the acting is likely to be different) * There is an answer key for the prompts. The students will need to determine on their own whether their skit depicts force, authority, or influence. * Creating a script will be optional. * Prompts are allowed * Have a discussion with the students about how violence is no accepted or allowed. We all need to act safely * Explain to the students that the skits will be presented on Thursday and they will have 10 minutes to finish them up before they present. The rest of the class time will be designated for a questionnaire that will be worth marks.   **Closure (5 min)**   * The students will have time to get settled in their desks. * **SHOW THEM THE CLOSURE SLIDE ON THE GOOGLE SLIDESHOW BECAUSE IT IS CRUCIAL INFORMATION** * Explain to the students that tonight is the last day for their action plans and that they will all need to hand in their duotangs tomorrow because they will no longer be taking them home. | |