Lesson Plan #9

**Name: Laneise Scharback Date: March 22nd, 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.**(a)-** Illustrate the forms of power (an individual or a group's ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group, inviting others to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others). **“I can illustrate and describe the forms of power.”****(b)-** Give examples of the forms of power (force: gangs, bullying; authority: leadership of an organization; influence: clergy, charisma) in the local community. **“I can provide examples of the forms of power.”****(e)-** Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power. **“I can describe diverse ways that groups deal with competing for power.”** |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)During: Role-play reflections, Jigsaw activity After: What I’ve Learned section on their KWL chart   |
| **Instructional Strategies:** (specific strategies)-Group work -Self-Reflection  |
| **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:**-Reflection hand-out for students -KWL handout that students have -Pencils  |
| **Learning Experiences: 50 minute lesson**Write the essential question and the guiding question at the top of the board and review them before the lesson begins.**Set (25 minutes)*** The students will have 25 minutes to finish up their skit reflections
* Remind the students that their skits each represented force, authority, or influence, but not all three of them. The goal is for them to really think about which one best fit their skit prompt.
* The reflections can be personally handed in to me for grading.

**Development (20 minutes)***Jigsaw Groups:* (10 minutes)* Break the students into smaller groups of three or four
* Give the students ten minutes to debrief their posters with their peers
* They should be discussing: Who is the leader of your level of government? Why did you choose those specific character traits for your leader? Which specific responsibilities does your level of government have control over? What things did your group draw pictures of on your poster?
* Circulate around the room while students are having conversations

*KWL charts:* (10 minutes)* Provide the students with time to fill out the last column of their KWL chart

**Closure (5 min)*** The students will be asked to hand in their duotangs to the hand-in basket at the back of the room.
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