Lesson Plan #4

**Name: Laneise Scharback Date: March 15th, 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 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.”** |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  During: KWL chart, Graphic Organizer | |
| **Instructional Strategies:** (specific strategies)  -Group Work  -Direct Instruction for individual work | |
| **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 background knowledge or experience for students (Instruction)**,** Open-Ended questions (Product), Flexible Groupings (Environment), Use of manipulatives (Process) | |
| **Materials Needed:**  **-**White board and markers for class notes  -KWL chart handouts  -Loose-leaf and pencils for students  -Laptops if applicable for group work research | |
| **Learning Experiences: 45 minute lesson** -Open up Lesson #4 PowerPoint for a visual. Has EQ and Guiding question on it  [**https://docs.google.com/presentation/d/1\_5Glugq-arN9kDtXs6\_V9XZBuNrvCPGiCgkmVVy2v04/edit?usp=sharing**](https://docs.google.com/presentation/d/1_5Glugq-arN9kDtXs6_V9XZBuNrvCPGiCgkmVVy2v04/edit?usp=sharing)  **-**Post the classroom treaty on the word wall bulletin board (class copy)  **Set (10 min)**  **-**Hand out a classroom treaty document to students and have them officially sign it and put it in their duotangs.  **-**Define Power, Force, Authority, and Influence with the students. The students can write down these definitions on loose-leaf that will be put into their duotangs. (www.dictionary.com)  Power- The ability to direct the behaviour of others or a course of events  Force- To make someone do something against their will  Authority- The power or right to give orders, make decisions, and enforce obedience.  Influence- When a person or group affects what another person or group does or thinks.  **Development (30 minutes)**  -Provide the students with 10 minutes to work on their KWL charts regarding force, power, and authority. Have two students hand them out to the class. Tell the students to put them straight into their duotangs.  -Split the class into groups of 5. Have the students fill out the graphic organizer on specific examples of force, power, and authority. They may use their laptops to research if they wish to. They will have 20 minutes to do this activity.  **Closure (5 min)**  -Make sure that both handouts are secured into the students’ duotangs.  -If they left their duotangs at home, have them put their names on their sheets and hand them in to my hand-in box at the back of the room.  -Remind the students that they should be on day 2 of their action plan and they should be continuously keeping track of their progress on the green handout. | |