

## ASSIGNMENT: DEVELOPING A LESSON PLAN

### Goal of this assignment:

Demonstrate your understanding of the following:

1. How students learn and develop.
2. Craft a meaningful lesson that is culturally responsive to the needs of diverse populations of students.
3. Create a lesson that is adapted and appropriate for students with diverse backgrounds
4. How to incorporate and align district standards.
5. How to use teaching strategies that encourage student development of critical thinking, cultural awareness and positive social interaction.
6. How to use assessment strategies to evaluate and ensure students are able to gain understanding of culturally sensitive information and apply to continuous social and emotional development.

### Objectives:

- Develop grade level appropriate lesson plan using the lesson plan template format.
- Be able to teach the lesson at your perspective school.
- Reflect on the effectiveness of your plan and your teaching of the lesson activity.

### Directions:

1. Using the template, develop a lesson plan based upon selected historical content discussed in the Culturally Responsive presentation.
2. After reading the standards, select the appropriate standard that will align to the intended lesson activity.
3. You can reference similar lesson plans that you find during your research.
4. You can attach any handouts or supporting resources.
5. This lesson plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and be able to complete the assessment activities). The lesson should include all of the following components:
  - List of instructional materials & resources
  - Timeline: next to each step, indicate approximate length of time you expect each step to take.
  - Pre-activity or Bell Ringer: hook/capture student interest, set the stage, relate to previous learning (review), how this fits into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson.
  - Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
  - **Closing activities:** list activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).

## Sample Lesson Plan

### THE HUMAN TIMELINE

9th - 12th Grade

#### Description of Lesson

Students will be introduced to the human timeline from the Black perspective.

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#### Materials

- Video on the Human Timeline
  - Blank Paper
  - Pen/Pencil
  - Ruler (optional)
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#### Standards

- SS.912.W.1: Utilize historical inquiry skills and analytical processes. Grade: 9-12; **Strand:** World History
  - SS.912.W.3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations. Grade: 9-12; **Strand:** World History
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#### Learning Objectives

Students will be able to...

- Identify how Black History is Human History
  - Understand the difference between History and Prehistory of human beings from a Black perspective
  - Understand how much of human history we actually know
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#### Key Concepts

- Explain how understanding a timeline can shape ones' perspective on history.
  - Explain how pre-history differs from history.
  - When does history begin according to historians?
  - Explain why Africa is thought to be the origin of human beings or homo sapien.
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#### Vocabulary Words to Know

Review definitions and have students put vocabulary words in their own words

- *Homo Sapiens Sapiens*
- historian
- B.C.
- B.C.E
- pre-history
- history
- timeline
- archeology

## Explicit Instruction/ Introduction

### Bell Ringer (*Activating Prior Knowledge*):

- Explain to students that they may have limited understanding of history due to the perspective in which they have been exposed to. Have students go up to the board and draw a picture that represents the definition history from their perspectives (5 minutes)
- *Activities:*
  - Watch video on the Human Timeline (10 minutes)
    - While watching the video, students will create a timeline on a sheet of paper identifying important developments in human history based on the information gathered in the video.
  - Discuss the timeline created by students using the following guiding questions (25 minutes)

### Higher Order/Critical Thinking Discussion Questions:

- What is a timeline and why are they important?
- What are some important dates on the timeline you identified from the video?
- Where have the oldest human remains been found? How has the timeline of *homo sapiens* changed over time with new archaeological discoveries? What does this tell us about history?
- What is the difference between prehistory and history, and why do we make this distinction? Do you believe that this distinction is valid? Why or why not?
- How is Africa central to understanding the modern human? What major human developments were first made in Africa?
- What percentage of the human story do we know? Why do we know so little about the human story? Is this important?

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### Closure Activity

- Students will briefly write a reflection paragraph that identifies their understanding of pre-history and the impact knowing how different perspectives can shape or define what we know as history.

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### Assessment/Evaluation

- Calculate the percentage of your story you would know if you knew only 2.58% of your history (5 minutes)
- Performance Demonstration
- Teacher may evaluate the accuracy of students recount of how much history do they really know

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### Recommended primary and secondary sources to use during class instruction

Gibbons, Ann. "World's Oldest Homo Sapiens Fossils Found in Morocco." *ScienceMag*, June 7, 2017. Accessed May 26, 2019. <https://www.sciencemag.org/news/2017/06/world-s-oldest-homo-sapiens-fossils-found-morocco>.