

Lesson Components	Description
<p><b>Virginia Standards of Learning (VSOL)</b></p> <ul style="list-style-type: none"> <li>· Include the SOL numbers and the written out language</li> <li>· ONLY what will be taught and assessed in this lesson</li> </ul>	<p>GOVT.11 The student will apply social science skills to understand civil liberties and civil rights by</p> <p>a) examining the Bill of Rights, with emphasis on First Amendment freedoms;</p>
<p><b>Objective (“KUD”)*See PDF in module 1</b></p>	<p>Students will know: the first ten amendments of the constitution make up the bill of rights</p> <p>Students will understand: Civil liberties written in the first 10 amendments are rights provided to everyone.</p> <p>Students will be able to: analyze one of the first 4 amendments of the constitution in expert groups and teach that amendment to their home group</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>· How will you know what students know, understand and are able to do during and after your lesson?</li> <li>· How will you measure this? What <u>physical</u> proof will you have?</li> </ul>	<p>Students will take notes in their home groups. These notes can be checked for completion. The teacher can also listen into the groups and make sure that students are on task and completing their tasks properly. The anticipation guide can also be used as an assessment. Students should score better on the anticipation guide after the lesson.</p>

## Procedures

1. Provide detailed, numbered steps written that you will follow during instruction, from the introduction to the ending of the lesson.
2. Use simple language with short sentences so that another person could follow your instructions, as well as your logic.
3. Consider how you will introduce the lesson/topic, deliver and rehearse new information, and close the lesson.
4. Prepare AT LEAST 5 questions/activities during your lesson (based on different levels/order in Blooms Taxonomy). These you should align with your objectives.
  - Remember
  - Understand
  - Apply
  - Analyze
  - Evaluate
  - Create

Introduction/anticipatory set (build on background knowledge!):

1. Have students complete the anticipation guide. Let students know that this is like a pretest. Even though there are right and wrong answers they will be graded on completion, not on the percentage they get correct.

Instruction (balance teacher/student activities; model, guide, and give independent or cooperative practice):

1. Go over jigsaw instructions in the powerpoint.
2. Show the class the 5th amendment example in the powerpoint.
3. Break students into home groups. These groups should be made up of four students.
4. Give students a couple of minutes to decide who is going to be responsible for what amendments.
5. Tell students to meet in expert groups. Expert groups should be made of students working on the same amendment.
6. Give students 15 minutes to read their amendment and find a case that relates to it. While students are talking they should take notes on the note sheet.
7. Have students meet back in their home groups. In their home groups students should take turns going over the amendment they went over in their expert groups. While other students are talking, students should be taking notes on the note sheet.
8. Give students an opportunity to ask any remaining questions.

Closing (reviewing/synthesizing/reflecting):

1. Have students retake the anticipation guide.
2. Let students ask any questions that they still have.

<p><b>Materials</b></p> <p>What materials will be used during the lesson: books, articles, worksheets, maps, globes, etc.? Be specific (i.e., if you have a video listed, which one?).</p>	<p>Google slides: <a href="#">Bill of Rights Jigsaw Activity</a>  Amendment handout: <a href="#">Bill of Rights Jigsaw Activity</a>  Amendment note sheet: <a href="#">Bill of Rights Jigsaw Note Sheet</a></p>
<p><b>Reflection</b></p> <p><b>Questions if not teaching:</b></p> <ul style="list-style-type: none"> <li>- What did you feel most comfortable with as you designed this lesson?</li> <li>- What did you feel least comfortable with as you designed this lesson?</li> <li>- What goals do you have for your self going forward with lesson planning? (Please be specific—I want to know more than “get better at lesson planning”!)</li> </ul> <p><b>Reflections if taught:</b></p> <p>What went well?  What could be improved?  What differentiation was needed?  What are the next steps for this group of students?</p>	<p>My presentation went well. I thought that the “students” understood the material better after. I thought that the biggest thing that could have been improved was pacing. One group needed more help than others, and they took a little longer. If I was going to teach this lesson in front of students I would already have some law cases related to the amendments in case a group had trouble. This way if students have an issue I can help easier and move the activity along faster.</p>