

## Gagnon – Practicum II Modern Religious Conflicts Project

<b>Grade:</b> 9		<b>Subject:</b> Global Studies	
<b>Materials:</b> Chromebooks, paper, colored pencils, pencils, Sharpies.		<b>Technology Needed:</b> Chromebooks	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>12.2 - Explain historical changes related to religions and ideologies.</li> <li>12.3 - Analyze the effects of different political systems on people.</li> <li>12.4 - Analyze the influence of social, cultural, and economic developments on individuals.</li> <li>12.5 - Analyze causes and effects of global events in the past using primary and/or secondary sources.</li> <li>12.6 - Explain how past events connect to the present.</li> </ul>		<b>Differentiation</b> <p><b>Below Proficiency:</b> Because students have the choice whether to have a partner with this project, those who are below proficiency will have the opportunity to pair with another student who is either above or approaching proficiency so that they can contribute what they can and be challenged to close the gap between them. They will not, however, be left alone to produce a poor one-pager; whoever needs a partner will have a partner.</p> <p><b>Above Proficiency:</b> Because students have the choice whether to have a partner with this project, those who are above proficiency and who think they can do a better job on their own will be able to do so.</p> <p><b>Approaching/Emerging Proficiency:</b> Because students have the choice whether to have a partner with this project, those who are approaching proficiency will be able to decide for themselves if they would do better working with another or challenging themselves to work harder on their own one-pager. If they choose to work with a partner, it will likely provide necessary experience that will allow them to feel confident in doing similar work on their own in the future.</p> <p><b>Modalities/Learning Preferences:</b> Students will be writing, drawing, speaking, and listening when preparing for and presenting their one-pager project. The combination of all these learning preferences will ensure that all students will receive the instruction they need, in the way that they need it.</p>	
<b>Objective(s)</b> – Students will be able to illustrate how modern religious conflicts/differences have influenced modern interactions.  <b>Bloom’s Taxonomy Cognitive Level:</b> 4 - Analyzing			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will have the option of working with a partner but must make a plan for communication if they choose to do so. Students will have three class periods to prepare their project for presentation.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will have the option of working with a partner, but if they do, they must make a plan to communicate about project progress and get work done. After the teacher has explained the project, students will be responsible for looking at the assessment guide and rubric to ensure they have everything included in their one-pager that they need to succeed. In this guide, they will find the content and format requirements listed.	
<b>Minutes</b>	<b>Procedures</b>		
<b>1</b>	<b>Set-up/Prep:</b> Open the assessment guide document.		
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Remind students of the concepts covered in the unit, and tell them that they will now be using that information to show how they are still relevant today through the construction of a one-pager project.		
<b>20</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Tell students to open their laptops so that they can follow along with the teacher’s explanation of the project if they wish. Then go through all the points on the assessment guide. If necessary, answer any and all questions students have about the project’s content and format requirements.		

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<b>22</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          Allow students to begin working on their one-pager. They should decide if they are working with a partner or not and then choose which examples of conflict they are going to present in their project. If they are ready, they may begin designing their page. Answer any and all relevant questions. Walk among the students to make sure they are beginning their work and are not caught up on any of the instructions.</p>	
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b>          Ask students how they are progressing with their project and answer any final questions they may have. Tell them they still will have 4 more class periods to complete it, but that they should use those times wisely to create a very informative one-pager.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Since this lesson is highly focused on instructions, it will be necessary to walk around the room to answer any and all questions that they have so that they can produce the best possible one-pager and presentation.</p> <p><b>Consideration for Back-up Plan:</b> If there seem to be common questions after checking in with two to three pairings, get the whole class's attention and explain those instructions that students are struggling to understand.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> After 4 days of preparation, students will present their one-pager to the rest of the class.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> This is the preparation for the end-of-unit assessment.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          From the many questions raised by students, I can tell that they were actively engaged. I did not get to see the final product, but I think that they received good instructions that will get them started.          One way that I think I could improve would be figuring out a way to flip between the power point and other documents with more fluidity.</p>		