**LESSON PLAN: Preparing to Write Social Studies Extended Response**

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| Instructor: Mary Ann Ludka | | Class: Multi Level |
| Date: 9/18/15 | | Length of Lesson: 2.5 hours |
| Standards Addressed: RI, RL, RH, WHST | | Grade level of text: 8 |
| **Lesson Objectives (Refer to Webb’s Depth of Knowledge Levels 1-3).** | At the end of this lesson, students will be able to:   1. Read historical text and identify main idea, analyze arguments, and summarize key details. (DOK Level 1) 2. Compare two passages and choose which author has a better supported argument. (DOK Level 2, 3) 3. Develop a central claim and gather supportive evidence. (DOK Level 3) 4. Organize response using an outline or map. (DOK Level 2) | | |
| **Assessing the mastery of the objective.** | I will know that the lesson has been effective when my students can answer the following questions:   1. What are the passages mainly about? 2. How do the passages relate to each other? 3. What is your central claim? 4. Which author has the better supported argument and what makes his/her argument better?   The means of assessment and check for understanding will be:   1. Discussion of passages. 2. Identification of main topic and key points. 3. Define complex words or concepts. 4. Discussion of how passages are related. | | |
| **Pre-teaching**   * How will I introduce the objectives? * How will I make a connection between my content and my students? * How will I draw on prior knowledge? * How will I provide purpose for using the strategy? | I will work with students to learn the steps associated with writing an extended response to include unpacking the prompt, identifying writer’s arguments, developing thesis statements, collecting supporting evidence, planning and drafting response, revising and editing.  I will review historical period in which social studies response passages take place.  I will ask students for their thoughts on the historical period, what they have previously learned, and what relationship or similarities passages have to current times.  I will help students understand the usefulness of being able to write such a response, how it can be useful in higher education they may pursue or in future careers as well as being essential to doing well on the GED Social Studies test. | | |
| **Teaching**  **Instruction/Modeling**   * How will I deliver the information so that students are engaged? * How will I describe the strategy, provide purpose, model it, and/or provide examples?   **Guided Practice**   * How will I provide opportunities for students to practice in the classroom so I know they understand? * How will I make the ELA key shifts are represented in the lesson?   **Independent Practice**   * How will I help students extend what they learned so they can complete the task without my help? | This lesson will be delivered with full class participation.  Prior lessons will have helped to prepare students for this exercise related to writing the Social Studies Extended Response.  I will assist students in the process of reading the text, building their academic vocabulary related to the passages, and understanding the complexity of the text and the prompt associated with the extended response.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I will put a sample outline on the board as well as an abbreviated extended response to help students understand the process and sequence better.  Students will then create their outline or map to help guide their writing process. I will review each student’s outline to be sure he/she is on target.  The introduction, body, and conclusion process will be reviewed.  Students will be encouraged to ask questions about any part of the process.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I will help students to use academic language consistent with CCRS standards. I will focus on words appropriate for the historical texts in question.  I will help students extend what they have learned by writing their draft on their own. They will then revise, edit, and present a final extended response for review by this instructor who will then guide students as they make final revisions based on feedback provided. | | |
| **Post-Teaching**   * How will I check for understanding? * How will I bring closure and provide opportunities for reflection? | After final essay is fully revised and printed, students will have their final product to present. This final step will help to increase their confidence in their writing ability. It is a time of closure as students reflect on the entire reading/writing process, ask relevant questions, and consider future writing tasks. | | |
| **Vocabulary/Terms** | Vocabulary will depend on extended response exercise given, but in a given lesson (Amendment 13 to the U.S. Constitution – Slavery Abolished/Speech at Pennsylvania Hall) can include involuntary, servitude, jurisdiction, prominent, demoralizing, insensibility, iniquity, and revilings. | | |
| **Text and Materials**   * Anchor text * Supplemental Texts * Websites * Videos * Apps * Teacher Created Materials | Kaplan New GED Strategies, Practice & Review, Eleventh Edition, 2014, New Readers Press  Writing for the GED Test Extended Response and Short Answers, New Readers Press 2014  Nearpod – Summer Institute English Language Arts Pre-institute Assignment. College Career Readiness  Steck-Vaughn Reasoning Through Language Arts Test Preparation for the 2014 GED Test | | |