

## Montessori Lesson Plan

School: Clark Montessori High School	Teacher: Corey Dyke
Subject/Topic(s): Social Studies/English Language Arts (Declaration of Independence)	
Grade Level: 7-8	Theme: Change
Curriculum Components Included: <input type="checkbox"/> Project <input type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Grp <input type="checkbox"/> Student engagement during lesson <input type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Seminar/Qs <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Outside Opportunity	
Seven Gateways for Adolescence addressed in this lesson: <input type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input type="checkbox"/> Meaning & Purpose <input type="checkbox"/> Joy & Delight <input type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

<u>Standards/Objectives</u> <b>Standards:</b> Social Studies 8.5 <i>The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution</i> English RI 8.6 <i>Determine and author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence/viewpoints</i> W. 7.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>  <b>Objectives:</b> Students will analyze how change has been brought about historically Students will read and analyze primary source documents from Enlightenment philosophers Students will apply ideas of Enlightenment to write a "Student's Declaration of Independence" Students will read and analyze key founding documents for US History to determine author purpose, bias and evaluate strength of argument		
<u>Materials: Teacher</u> <ul style="list-style-type: none"><li>• PowerPoint and Videos about Declaration of Independence</li><li>Physical copy of Declaration (decorative scroll)</li><li>Portraits of major writers (Jefferson, Adams, Franklin)</li><li>• Cause and Effect chart/manipulatives/control(Make 3 different versions to help with differentiation)</li><li>• Student Declaration Project Directions and Rubric (make 3 different versions to help with differentiation)</li><li>• Self evaluation rubric</li><li>• Quill and ink</li></ul>	<u>Materials: Student</u> <ul style="list-style-type: none"><li>• Writing utensil</li><li>• Notebook</li><li>• Scissors</li><li>• Cause and Effect Chart</li><li>• Student Declaration Project directions and rubric</li><li>• Self-evaluation rubric</li><li>• Laptop/Computer</li></ul>	<u>Time/Dates</u> <ul style="list-style-type: none"><li>• Requires 2 block periods or about 180 minutes</li><li>• First day would be Periods 1, 2, and introduction of Period 3</li><li>• Second day would be completion of Period 3</li><li>• This lesson will occur near the end of the Cycle</li></ul>
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"><li>• Ideas of John Locke (from prior lesson)</li><li>• Structure and purpose of argumentative writing (from prior lesson)</li></ul>		<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"><li>• Historic change</li><li>• Using past examples to change present conditions</li></ul>
<u>Lesson Relates to Theme</u> (Note: Every content lesson will not directly relate to the theme) This lesson will relate to our Cycle theme Change. Students will examine an important historic example of Change (the Declaration of Independence) and use that example to write their own call for change.		
<u>Connection to Elementary Material or Lesson</u> Cause and Effect chart/manipulative will be modeled after US Constitution Separation of Powers wood block manipulative from Minimester 2		

Step-by-Step Procedures		
<u>1<sup>st</sup> Period Lesson – 20 minutes (Include steps and materials)</u> <ul style="list-style-type: none"> <li>Step 1: Introduce the Declaration of Independence by showing the portraits of Thomas Jefferson, John Adams, and Benjamin Franklin. Pass around the portraits so all students can look at them. Then, pull out and unfurl the decorative Declaration of Independence. Pass this around and allow student to look closely at it</li> <li>Step 2: Direct students to take out their social studies notebook and take notes based on the Powerpoint presentation of the history of the Declaration of Independence. Emphasize the causes that led to the writing of this document, and where each effect shows up within the text of the Declaration</li> <li>Step 3: View videos related to the elements of the notes</li> <li>Teacher materials needed- Portraits of Jefferson, Adams, and Franklin ; Declaration of Independence scroll ; Powerpoint presentation of notes ; Video content related to notes</li> <li>Student materials needed- Social studies notebook ; writing utensil</li> </ul>		
<u>2<sup>nd</sup> Period – Recognition (Shelfwork)</u> <ul style="list-style-type: none"> <li>Step 1: Pass out the Declaration of Independence Cause and Effect chart and the corresponding cut out sheet with causes and effects. (I must purposefully label these charts with student names so that I can give the appropriately differentiated chart and cut out sheet to each student)</li> <li>Step 2: Go through directions for the chart work. Instruct students to work individually on their chart for first 15 minutes. Then pair up students who have the same charts to work in pairs.</li> </ul>	<u>2<sup>nd</sup> Period – Recall Practice</u> <ul style="list-style-type: none"> <li>Step 3: Have partner groups come check the chart control with teacher and check in their chart. Once students have shown mastery, Give them materials for Period 3.</li> <li>Teacher materials needed- Cause and Effect chart and corresponding cut out (Differentiated into 3 different groupings, labeled with student name) ; Pre-determined partner groupings ; Cause and Effect chart control</li> <li>Student materials needed- Scissors ; Cause and Effect chart and cut out sheet</li> </ul>	
<u>3<sup>rd</sup> Period – Student Application</u> <ul style="list-style-type: none"> <li>Step 1: Assign each student the appropriate differentiated level Student Declaration of Independence directions and rubric (Make adjustments to what level student receives based on their Cause and Effect chart). Explain rubric and requirements.</li> <li>Step 2: When students finish typing out their Declaration of Independence, give them the self-evaluation rubric to complete.</li> <li>Step 3: Print out student Declaration of Independence and allow them to sign it using quill and ink</li> <li>Teacher materials needed- Student Declaration of Independence directions and rubric (3 different differentiated levels) ; Self evaluation rubric ; quill and ink and station set up for signing</li> <li>Student materials needed- Student Declaration of Independence directions and rubric ; Self evaluation rubric ; Laptop/Computer</li> </ul>		
Plan for Differentiation		
<u>Teaching</u>	<u>Work</u> Multiple (3) leveled versions of the Cause and Effect chart Multiple (3) leveled versions of the Student Declaration of Independence directions	<u>Assessment</u> Multiple (3) leveled versions of the Student Declaration of Independence rubric
<u>Outside Support: Who, What, How</u> Classroom IA will assist with printing student Declarations Intervention Specialist will work with students needing extra help completing their Declaration		
Formal Assessments		
<u>Formative Assessments</u> Student self-check and check in with teacher on the Cause and Effect chart/manipulative		
<u>Summative Assessment</u> Student-created Declaration of Independence graded using rubric and student self-evaluation		