

Montessori Lesson Plan

School: Montessori Academy	Teacher: Jennifer Gartner
Subject/Topic(s): History/Social World	
Grade Level: 7/8	Theme: Structure

Curriculum Components Included: ☐Project ☒Mini-Whole Grp ☒Lesson-Small Grp Student engagement during lesson ☒Shelf work ☐Rubric ☐Self-Assessment ☐Seminar/Qs ☐Interdisciplinary ☐Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ☐Deep Connection ☐Silence & Solitude ☒Meaning & Purpose ☐Joy & Delight ☐Creative ☐Transcendence ☐Initiation

Standards/Objectives

8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. ▪ Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights

After completing this lesson students will be able to demonstrate an understanding of the powers of the United States Congress. Students will be able to summarize the process in which a bill becomes a law and understand

Materials: Teacher

- Computer /Projector
- Handouts

Materials: Student

- Social World notebook/computer

Time/Dates

- TBD

Facts/Skills (Prior Knowledge)

U.S. Constitution.

Concepts/Big Ideas

How a Bill becomes a Law

Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme)

Students will understand the structure of the legislative branch of the United States government

Step-by-Step Procedures

Start the class with the School House Rock video "I'm just a bill". <http://youtu.be/tyeJ55o3El0>
Review with students the structure of Congress as they look at Article I of the U.S. Constitution.
Review How a Bill becomes a Law Flow Chart
Remind them how representation in each house is determined and that each house has special powers.

2nd Period – Practice

Students create an illustrated flow chart showing all the steps of the process, in order. Each step should be written in students' own words and should include a picture or symbol that demonstrates understanding and serves as a memory aid. The chart should use arrows to represent the order and options in the process.

3rd Period – Student Application

- Students will order steps to explain how a bill becomes a law.

Plan for Differentiation

<u>Teaching</u>	<u>Work</u>	<u>Assessment</u>
The lesson will be the same for all	Will be differentiated depending on skill level	Will be differentiated depending on skill level

Outside Support: Who, What, How

Enlist the help of our intervention specialist for support of students who need it.

Formal Assessments

Formative Assessments Flow Chart of "How a Bill Becomes a Law"

Summative Assessment Quiz