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| **2024-2025 Weekly Lesson Planning Document**A blue and grey logo with claws  Description automatically generated  Week of Monday, \_\_8/5\_\_\_\_\_\_\_\_through Friday, \_\_\_\_8/10\_\_\_\_\_\_\_\_\_ | | | | | |
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| **EDUCATOR’S NAME: KINGSTON LYONS SUBJECT: U.S. HISTORY** | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Overview/Topic:** | Aims of a social studies classroom in a democratic society | Fostering a discourse-centered classroom toward the end of democratic engagement | Practicing the skills of listening in a whole-class discussion. | Practicing the skills of listening in a small-group discussion. | Democracy101 & Practicing the skills of listening in small-group or whole class. |
| **Standards** | **SSP.04** | Construct and communicate arguments citing evidence to:   * **demonstrate and defend an understanding of ideas** * **compare and contrast viewpoints** * **i**llustrate cause and effect * predict likely outcomes * **devise new outcomes or solutions** | **SSP.04** | Construct and communicate arguments citing evidence to:   * **demonstrate and defend an understanding of ideas** * **compare and contrast viewpoints** * **i**llustrate cause and effect * predict likely outcomes * **devise new outcomes or solutions** | **SSP.04** | Construct and communicate arguments citing evidence to:   * **demonstrate and defend an understanding of ideas** * **compare and contrast viewpoints** * **i**llustrate cause and effect * predict likely outcomes * **devise new outcomes or solutions** | **SSP.04** | Construct and communicate arguments citing evidence to:   * **demonstrate and defend an understanding of ideas** * **compare and contrast viewpoints** * **i**llustrate cause and effect * predict likely outcomes * **devise new outcomes or solutions** | **SSP.04** | Construct and communicate arguments citing evidence to:   * **demonstrate and defend an understanding of ideas** * **compare and contrast viewpoints** * **i**llustrate cause and effect * predict likely outcomes * **devise new outcomes or solutions** |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | **Students construct their best definition of *democracy***on a sticky note, then place it on the board; teacher or selected student read the responses aloud. | What is the goal of **“talking?”** Is it simply a way to demonstrate verbally what one knows, or is it actually a process that builds knowledge? Why? | What are key components we covered yesterday that foster a safe classroom in which discourse can flourish?   * listen actively * listen patiently * police your voice | What are key components we covered yesterday that foster a safe classroom in which discourse can flourish?   * listen actively * listen patiently * police your voice | **Democracy 101:** The Fundamentals of our Political Processes    Students will fill out answers to Democracy101 questions to ensure they can recall the basics of American political structures and processes. |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | **Students read perspective on democracy as process:**  “Democracy is a process, not a product. It is how diverse constituencies coexist. It is the fabric of our civil society. What keeps the United States from disintegrating into the Divided States is our fragile yet enduring compact as fellow citizens.”    **Students then answer  the following *TDQs:***  What do you think the author means by “democracy is a process not a product?”  How do you think schools, and particularly social studies classrooms, should prepare students to engage in a democracy? | What has been your experience with discussions in History or English classes?  **Read the following excerpt and respond to TDQs:**  “Only 23% of Americans engage in cross-cutting political talk in which they hear the opinions of people with whom they disagree. Those people do become more politically tolerant though: they are familiarized with legitimate rationales for opposing views and political conflict is normalized.”  *(Diana Hess, Controversy in the Classroom)*    What does it mean to “become politically tolerant?”   Do you think our democracy is currently successful at fostering cross-cutting spaces like this? Why or why not?  How can social studies classrooms contribute to more cross-cutting conversations?   Connecting to yesterday’s lesson, how can discourse-centered classrooms contribute to the democratic goal of public education? | **PRACTICE LISTENING  (Whole Class):**  Begin a discussion with students on any topic you think would be controversial enough to get conversation going, but safe enough for the first week of school.  *Topic Suggestions:*   * What makes a good high school? * Snapchat should be outlawed for anyone younger than eighteen? * College athletes should be paid. * Smartphones have ultimately had a negative effect on American society.     The goal is not what students say, but how we all practice our listening skills. Students should be reminded to write down the favorite comments their peers make.    **Debrief whole class discussion**. Who felt it was hard to listen patiently and actively or to police your voice. Why? | **SOCRATIC CIRCLES**  **(Small Groups)**  Break students up into groups of no larger than 8 (preferably 6 if your class is small enough) to practice small group Socratic discussions  Students will use **peer evaluation rubric** to assess student to their right in the circle as the group discusses one of the following topics:  *Topic Suggestions:*   * What makes a good high school? * Snapchat should be outlawed for anyone younger than eighteen? * College athletes should be paid. * Smartphones have ultimately had a negative effect on American society.   Students will then share the score for their peer and explain to each other the scores they selected for their peers based on the rubric. | Using the **Connect-Extend-Challenge** thinking routine, students will then discuss their findings from Democracy101 using either the whole class discussion protocol or the small group discussion protocol (up to teacher discretion). |
| **Inquiry**  ***Teacher guided inquiry into content-rich texts, images or other content including.*** | **Students** **respond to the following position** on the purpose of social studies education by explaining why they agree or disagree:  “The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”  (Source: National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994): 3.)  **Teacher follow-up questions:  1)** What do you think NCSS means by “the public good?”  **2)** Why would social studies be particularly important in a “culturally diverse, democratic society?” | **Quick Write** *(in student journal,  if possible):*  In classroom discussions, what made you feel listened to and appreciated?  What made you feel on edge or hurt?  *Teacher or student records  ideas on board.*  **Classroom Discourse Skills:**  *Listen patiently.*  *Listen actively.*  *Police your voice.*    Frame these not in a disciplinary way, but in a skill-building manner. We have to have the *skills* of active listening, patient listening, and policing our voices in order to have healthy and productive discussions.  **LISTEN PATIENTLY:**  *Teacher explains actions that present as engagement but really are interruptions:*  **Raising your hand or waving your hand around as someone else is speaking.** If student needs convincing, model it. Have student tell about their day and have other students raise their hands. Ask how student felt.  ***Verbally* affirming another speaker.** This one may seem counterintuitive at first, but again, model it for a child and see how it feels when someone keeps saying “mmhmm,” “yes!”, or “right?”  **Ask students:** What are some practical ways we can communicate *without speaking* that we appreciate what someone else is saying?  Nodding head Eye contact Smiling  **LISTEN ACTIVELY** during discussions, write down in notebook student comments in notebook you found to be especially instructive, intriguing, or enlightening.  **POLICE YOUR VOICE**  The teacher is no longer the prime audience, the whole classroom is. This can only be accomplished through redirecting questions or statements from one student to the whole class | **CLASSROOM INTERVIEW**  Using the classroom interview template, students interview 1 or more classmates. The aim of this activity is to build classroom culture and to facilitate peer-to-peer relationships. Oftentimes we focus only on teacher-student relationships that we forget what carries a class the most is the relationships between the students. | **CLASSROOM INTERVIEW**  Using the classroom interview template, students interview 1 or more classmates. The aim of this activity is to build classroom culture and to facilitate peer-to-peer relationships. Oftentimes we focus only on teacher-student relationships that we forget what carries a class the most is the relationships between the students. |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | In groups of four, **students create their ideal social studies classroom**. The best answers will pay attention to the function served by the social studies classroom in a democracy. Additionally, the best answers will include specific recommendations, such as:    *What types of activities and learning will lead to a democratic classroom? How will students interact with one another?  What kinds of topics will be discussed?* | Must have relationships to establish this kind of a discourse-centered democratic classroom. We *all* have to know each other.    **Play the “Name Game”**  Students assemble into a circle. First person says their own name. Second person says first person’s name, then their own name. Third person says first name, second name, then their own name, and so forth. Last person has to name every single person. | Share out whole class the favorite thing you learned about the student you interviewed  **Classroom Interview Template** | **Classroom Interview Template** |  |