

**Utah Valley University  
School of Education  
Lesson Planning Guide**

Name: Whitney Boswell    Date: 9.12/9.13    Time: A2, A4, A5, B1, B2, B4

Grade Level: 10-12    Subject: US History    Mentor Teacher: Alesha

I.            Utah State Core Curriculum Standard(s)

Standard 5: Students will understand the significance of the American Revolution in the development of the United States.

Objective 1: Analyze what ideas and events led to the Revolutionary movement.

c. Explain the major ideas expressed in the Declaration of Independence.

II.           Lesson Objective(s) / Goal(s)

I can explain the main ideas in the Declaration of Independence.

III.          Preparation (teacher materials, student materials, etc.)

Get YouTube video/projector ready.

Write objective on board.

Print exit slip

Print each student one lyrics page and one easy read DOI.

Print pieces of real DOI, cut up.

Cut butcher paper.

IV.          Technology Use:

Youtube Video

V.            Instructional Procedures:

Review Journal Entry from last time. Everybody raise your hand. If you chose to stay where you are living now, put two fingers up. If you chose to live somewhere else, put three fingers up. Does anyone want to share why they chose to stay and why? Does anyone want to share why they chose somewhere else and why?

Too Late To Apologize Music Video - Jigsaw Activity

<http://www.schooltube.com/video/310e895daf33714b3b48/>

My first reading choice is watching a video/the lyrics to Too Late to Apologize: A Declaration. For this reading/watching, students will do a Jigsaw Viewing Guide for Too Late to Apologize: A Declaration. Students will be separated into five groups each with a topic to look for during the video.

1. Who are these people?
2. What are they doing?
3. Where are these people?
4. Why are they doing it?

### 5. How are they doing it?

Each will be given a piece of paper with questions on it regarding their topic, they will be required to write things down that they see pertaining to that topic and answer the questions. After watching the video through once, students will be asked to discuss in their group things they saw/didn't see and at this time I will hand them the lyrics to help them discuss. Then, they will go into expert groups and take time for each one to tell the group what their group learned about their specific topic. I am doing this reading because it is one that will resonate with students through popular music, but also conveys the topic rather well. It shows the depth of emotion and is fairly simple to understand. I am doing this assignment because these are really good questions and help scaffold the actual declaration and the events surrounding it in a positive and real way for students. It helps them think about the video while watching it and analyze its content. This meets the State Core through looking at what surrounded the revolution and it meets the Common Core through being a secondary diverse source that will help scaffold and develop a coherent understanding of the revolutionary movement and declaration, before connecting to the primary source document that will come next.

Butcher Paper, cut up real DOI, place it in order and put labels next to it. (in the new groups) My second reading choice is the Declaration of Independence. Each group will be given a large sheet of butcher paper, all the pieces of the declaration, and labels.. After we have placed everything where it should go, we will read through the text (in today's language) and question the content.. Then we can connect what we've learned from the primary source to what we learned through the secondary source, what was different and what was similar.

Read today's language DOI, question using QTA and answers we got from the video.

Exit Slip - DOI

Name three major ideas in the Declaration of Independence.

Hand out Guided Notes - Exam Next Time.

### VI. Accommodation(s) for Diverse Learner(s)

Visual learners: video and questions

Interpersonal learners: jigsaw and group activities

Intrapersonal learners: exit slip

Kinesthetic learners: jigsaw and group activity movement

### VII. Evaluation/Assessment of Student Progress

Formative:

Exit slip.

Participation in butcher paper activity, walking around while they are doing it.

Jigsaw activity answers.

Summative:

Exam next week on the Declaration of Independence, short answer and essay question.