

name:

Date:

Grade Level:

Subject:

Topic:

Components of an Effective Lesson	LESSON PLAN TEMPLATE
Materials	
Objectives	
Introduction/ Anticipatory set	
Direct instruction and Guided Practice	
Independent Practice	
Closure	
Assessment/ Follow-up	
Homework	
Note:	

Teacher: SAMPLE

Date: May 3, 2020

Grade Level: 6th Grade

Subject: Social Studies

Topic: Arikara Tribe of North Dakota

Component of an Effective Lesson Plan	LESSON PLAN
Materials	Cards (Arikara Words) Cards (English Words) Post-it Charts Markers Paper and Pen
Objectives	Students will be able to demonstrate their understanding about Arikara tribe by writing a summary.
Introduction / Anticipatory Set	Divide the class into two groups. One of the groups will be given the English words (about colors and numbers) while the other group will have the Arikara/Sahnish word counterpart. The two groups will stand opposite each other wearing the words they picked. The students will be tasked to pair the words (English-Arikara). The game starts once the song is played and ends when it stops.
Direct Instruction and Guided Practice	<ol style="list-style-type: none">1. Introduce Arikara to the class briefly.2. Small Group: Give handouts to groups of students that explain the Arikara's lifestyle, culture, homes, transportation, clothing, foods, weapons, and leaders/chiefs. Have them highlight the important ideas in the reading material.3. Put the post-it chart paper on the walls of the classroom with the following labels: lifestyle, culture, homes, transportation, clothing, foods, weapons, and leaders/chiefs.4. Small Group: Task the groups that they should be able to write on every chart something that they understood from the texts.5. Ask the groups to do a gallery walk and have them read what they all wrote on the post-it charts.6. Whole Class: Have the students share before the class what they find interesting about Arikara Tribe.
Independent Practice	Ask the students to write a summary about the Arikara tribe. They may also draw create a poster that depicts the culture and lifestyle of the Arikara tribe.
Closure	Ask students to share what important values did they learn from the Arikara Tribe that they can apply in life.
Assessment / Follow-up	Thumbs up/Thumbs down Ask the class to thumbs-up if the descriptions talk about Arikara lifestyle, culture, homes, transportation, clothing, foods, weapons, and leaders/chiefs and thumbs-down if they don't.
Homework	Ask the groups to research about the challenges that the Arikara Tribe is facing today.
Note	

Name: Bailey Lacey Date: April/May 2020 Grade Level: Subject: 2 nd grade Topic: Shoshone Tribe	
Components of an Effective Lesson	Lesson Plan Template
Materials	Recycled cans/coffee containers, balloons, rubber bands, pencils, construction paper, markers, items made from a bison, technology (computer and smartboard)
Objectives	Students will recognize and describe culture from the eastern Shoshone tribe with 80% accuracy. Students will create their own representation of a Shoshone drum that was demonstrated in the lesson with 90% accuracy. Students will be able to demonstrate their knowledge by writing brief facts about the Shoshone tribe to go with the drum they created with 90% accuracy. <i>SS2.2.2 Recognize and describe unique ways in which expressions of culture influence people including Indigenous Tribes of Wyoming (e.g., language, sign language, stories, music, symbolism, and art).</i>
Introduction/Anticipatory Set	Start the lesson by asking students to close their eyes and listen. Play a song from a Native American drum circle. After the students listen to the short sound have them open their eyes and ask them what they heard? Talk about the sounds (drums etc.) Ask them if they know what culture this music came from? Introduce that we will be talking about the Native American Tribe Shoshone pronounced shuh-show-nee
Direct Instruction And Guided Practice	1. Pass out a fact recording sheet to every student. Tell students that they will record at least 3 facts that they thought were interesting throughout the lesson to discuss at the end. 2. Introduce general information about the Shoshone tribe like their location, statistics, culture, etc. 3. Talk about the importance of music in the Shoshone tribe and why drums are important. 4. Have a picture of a drum used by Shoshone posted on the board. Ask the students what they think they made their drums out of before we had the resources we do now. 5. Tell the students that drums are actually made from bison rawhide. 6. Have students direct their attention to a table where there are other items made from parts of a bison. Explain the importance of the bison to the Shoshone people. Talk about the many uses of each part. a. Tanned Hide – Moccasins, shirts, leggings, dresses, tipi covers, dolls. b. Rawhide – Drums, Saddles, stirrups, medicine bags. c. Fat – Soap, cooking oil. d. Bones – knives, arrow-heads, war club e. Hair- Ropes. Pillows. (If this lesson was done with older students, I would give them a picture of a bison to connect the items to the parts they were made from. 7. Discuss other culture of the Shoshone like lifestyle, food, art, and more. 8. Finally tell the students they will make their own representation of a Shoshone drum. 9. Pass out materials and make their drums.
Independent Practice	Have students write a brief description of the drum they made and what it would be used from. Have students write what a Shoshone drum was made from and what other uses bison had.