

LESSON PLAN Template

What role did Eleanor Roosevelt play during the Great Depression?	
Aim of Lesson:	
Learning Objectives ◆ Accurately and fully aligned and adapted with the NYS Learning Standards, including performance indicators, and the core curriculum ◆ Can be achieved in one instructional period	SWBAT -Describe the roles held by Eleanor Roosevelt during the Great Depression. -Summarize letters written to Eleanor Roosevelt from people facing hardship during the Great Depression -Give examples of actions taken by Eleanor Roosevelt to provide aid, and support equal rights during the 1930s.

	<p>Standard #1 History of the United States and New York</p> <p>Key Idea #3-Study about major social, political, economic, cultural and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Performance Indicator-Research and analyze the major themes and developments in New York State and</p>
<p>Specify the NYS Learning Standards and performance indicators used to align the lesson</p>	<p>United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States).</p> <p>Standard #1 History of the United States and New York</p> <p>Key Idea #4-The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments</p> <p>Performance Indicators- analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives</p>

Element	
<p>Description of content and concepts</p> <ul style="list-style-type: none"> θ Identify the concepts that are integral to the lesson θ Identify the content for the lesson (which will be developed through exemplary, meaningful, and student-centered activities) 	<p>Eleanor Roosevelt, wife of Franklin D. Roosevelt, changed the role of the First Lady in America. Eleanor Roosevelt was the eyes and ears for Franklin D. Roosevelt whom due to his battle with Polio was limited in how much he could travel. Mrs. Roosevelt would travel the country and report back to her husband about what she was seeing throughout the country. Eleanor Roosevelt also worked as an advocate for minority groups and women throughout her husband's presidency. Due to her role in society, she received a number of letters from those in need throughout the Great Depression who sought her assistance.</p> <p>Key Concepts: Change, Culture, and Empathy</p>

<p>Pivotal Questions you anticipate using in the lesson</p> <p>List your pivotal/essential questions for this lesson</p> <ul style="list-style-type: none"> θ Pivotal/essential questions that guide the flow of the lesson and reflect Bloom’s taxonomy and/or Wiggins’ “learning by design” θ There may be 5-7 pivotal questions 	<p>Throughout the lesson pivotal questions will be asked.</p> <ul style="list-style-type: none"> -Who was Eleanor Roosevelt? -Who do you think was traveling around the country to research the happenings of the Great Depression? -Do you know another instance when the First Lady of the United States advocated for a certain cause? -What are the motives behind writing letters to Eleanor Roosevelt during the Great Depression? -How would you feel if you were Mrs. Roosevelt and you received these letters?
<p>Detail your Motivation [the opening] for the lesson, which includes activating prior knowledge</p> <ul style="list-style-type: none"> θ Utilize a cognitive and/or emotional strategy that engages and guides student interest in instruction and learning θ Provide an opportunity for students to discover the connections between lesson’s content and life experience 	<p>When students enter the classroom they will be asked to complete a Do Now. The Do Now will require students to answer a question that will be displayed onto the board. The question on the board will be as follows: What do you think is the role of the First Lady of the United States? Why do you believe that is her role? The Do Now question will have students beginning to think critically about the job of the First Lady. It will also call on students to think not only about history but also about current events and the current First Lady's, Michelle Obama's, role in society.</p>
<p>Closure How will you close the lesson, which should (a) include a summary of what was learned, and, (b) an assessment of student learning?</p>	<p>As closure for this lesson students will be asked to answer the essential/aim question of the lesson. Students will share their answers with the class. Students will then be asked to complete an exit ticket before leaving class. The exit ticket will require students to write down three things they learned from the lesson, two things they have questions about and one thing they still want to know about the topic.</p>

<p>Materials List all the materials you plan to use in the lesson, including primary sources, maps, handouts (identifying their title), etc., etc.</p>	<p>During this lesson the computer will be used along with the projector, remote and a PowerPoint. Primary source letters written to Eleanor Roosevelt from American citizens during the Great Depression will also be used along with a teacher made worksheet. A note sheet will issued at the beginning of the class period for students to use to follow along with the PowerPoint as well. The whiteboard and a dry erase marker may also be used during this lesson.</p>
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LESSON PLAN Template, continued

Element	
<p>Structure of Lesson [The “flow” of the lesson] Ø Identify the strategies you will use to facilitate student learning of content and concepts Ø Detail the sequence of your instructional strategies. – anticipate student responses to</p>	<p>Do Now (6 minutes):students will answer Do Now question that will be on their note sheets as well as on the board. PowerPoint (7 minutes): A brief PowerPoint will be presented to students by the teacher to provide a background about Eleanor Roosevelt, and reinforce information from previous lessons. Cooperative Learning Activity (7-10 minutes): students will form into groups and read over letters written to Mrs.</p>
<p>sequence, and anticipate time needed [All of the elements of the instructional design support the stated instructional goals Lesson has exemplary scope (content depth) and sequence (including assessment and closure) Lesson has a clearly defined structure]</p>	<p>Roosevelt during the Great Depression. They will complete a teacher made worksheet to help them pinpoint the main ideas of the letter. Review of Cooperative Learning Activity/Students' Reports on Findings (8-10 minutes)-Students will summarize their letter for the class including the main points (what is being asked; who is writing the letter; does it show a political, social, or economic problem,etc.) Students will also include their opinion of the letter. Closure (7 minutes)-Students will answer the essential/aim question for the lesson and complete an exit ticket</p>

LESSON PLAN Template, continued

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<p>Accommodations</p> <p>θ Accommodations for learners' unique special needs are exemplary, using the IEP or 504 as well as support services on the local level</p>	<p>There are no students requiring any accommodations as a result of an IEP or 504 in this class.</p>
<p>Differentiated Instruction</p> <p>θ differentiate content, instructional processes and product to meet students' readiness, interests and/or learning profiles by blending whole class, small group, and individualized instruction (See Tomlinson)</p>	<p>This lesson appeals to multiple learners who learn better from different modalities in the follow ways:</p> <ul style="list-style-type: none"> -PowerPoint/ lecture: The Aural Learner -PowerPoint: The Visual Learner -Handouts/Note Sheet The Print Learner -Class Discussion/ Dear Mrs. Roosevelt Letter Activity: The Interactive Learner

LESSON PLAN Template, continued

Element	
<p>Learner Practice</p> <p>Practice is an extension to the lesson:</p> <ul style="list-style-type: none"> a) homework, b) extension activity, or c) enrichment activity 	<p>The Letters to Mrs. Roosevelt activity will act as learner practice for the students. Students will be able to see for themselves the role of Mrs. Roosevelt during the Great Depression.</p> <p>Homework questions will also act as learner practice.</p>

<p>Assessment</p> <ul style="list-style-type: none">∅ consistently measuring student learning as it corresponds to the lesson's objectives∅ Employs multiple checkpoints within the lesson∅ Employs closure activity for assessment of student learning (concepts and content)	<p>During this lesson student learning will be assessed with pivotal questions throughout the lesson. Student learning will also be assessed when they present the information about their assigned "Dear Mrs. Roosevelt" letter. The final assessment of this lesson will come during the closure when students are asked to answer the aim/essential question and complete an exit ticket.</p>
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Note: the lesson plan rubric used for this template was adapted from the work of Charlotte Danielson, and includes elements of the 2005-2006 rubric found in the previous edition of the *Handbook*

Lesson Plan Template continued

Comments/Suggestions:

Self-assessment (Very good, good, satisfactory, unsatisfactory): _____

Reviewer's Name:		
	(Please print)	(Signature)
Date	April 19, 2013	
Grade level	11th grade American History and Government	
Candidate's Name	Colleen Gilroy	