

American History Louis Armstrong Lesson

Grade: 10th (Tenth)		Subject: U.S. History	
Materials: Pre-Assessment		Technology Needed: Smartboard & Power Point	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Other (list) Pre- Assessment Data Driven		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) US 6.12.5 Analyze the significant contributions of people, policy, and the influence on an era.		Differentiation Below Proficiency: Students review answers, so that students below proficiency will be able to attempt and then be able to compare answers to correct answers, ensuring all students will have equal access to the gained information. Above Proficiency: Students review answers, so that students above proficiency will be able to achieve the information and then be able to share answers that are correct, prompting them to take a leadership role and ensure all students will have equal access to the gained information. Approaching/Emerging Proficiency: Students review answers, so that students below, above, and approaching proficiency will be able to attempt and then be able to compare answers to correct answers, ensuring all students will have equal access to the gained information. Modalities/Learning Preferences: Auditory and Visual	
Objective(s) Students will relate the Louis Armstrong’s biography to understand and differentiate African American Culture in the 1920s. Bloom’s Taxonomy Cognitive Level: Analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will complete the pre-test and begin to answer questions individually. Students will then turn to neighbors, having a quick transition time, to talk about results.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) Students will enter the classroom, place their phones in the phone slot, and go to their assigned seats to wait for the directions.	
Minutes	Procedures		
25 minutes	Set-up/Prep: 1. Create Pre-test & Print Pre-test. 2. Upload “What a Wonderful World” by Louis Armstrong 3. Print Louis Armstrong Autobiography & Question Guide.		
4 Minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Play “What a Wonderful World” and ask what genre and artist this is. 2. Hand-Out Pretest introducing the next unit		
	Explain: (concepts, procedures, vocabulary, etc.) 1. Discuss how the pre-test will help students keep a frame of reference 2. Allow Students to annotate Louis Armstrong’s Life indicating the culture of the 1920s.		

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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Have Student's Connect (Real-World Application Section) and guiding questions 	
	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Exit Slip (final question) – What was the Big Takeaway/Most interesting fact learned relevant to Louis Armstrong? 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students will be monitored throughout the Pre-test Students will be monitored throughout annotating Students will be monitored throughout their guiding questions Students will be prompted by verbal questioning on Louis Armstrong's Biography throughout the lesson.</p> <p>Consideration for Back-up Plan:</p> <p>Student knowledge on Louis Armstrong may be supplemented by https://www.youtube.com/watch?v=H8NeJyKE91o which characterizes and builds on the biography.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will be assessed by a final exam.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson had various strengths, students were engaged and had positive feedback to the enjoyment of the readings. Students also enjoyed the reference to music in their own culture. I believe one way to improve the lesson is to have the questions pre-written out as an exit slip rather than having students write out the exit slip from the board themselves to both save time and keep students engaged and focused.</p>		