

## American History Digital Escape Room

<b>Grade: 10<sup>th</sup> (Tenth)</b>		<b>Subject: U.S. History</b>	
<b>Materials: Computer, Power Point, Smartboard</b>		<b>Technology Needed: Smartboard &amp; Power Point</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) Pre-Assessment Data Driven <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> US 6.12.5 Analyze the significant contributions of people, policy, and the influence on an era.		<b>Differentiation</b> <b>Below Proficiency:</b>  Students search for answers around the room and then be able to submit their correct response on google forums. Below Proficiency Students will receive help from above proficiency students allowing below proficiency students to have additional aid, while pushing above proficiency students to improve collaborative and communication skills in their team.  <b>Above Proficiency:</b>  Students search for answers around the room and then be able to submit their correct response on google forums. Below Proficiency Students will receive help from above proficiency students allowing below proficiency students to have additional aid, while pushing above proficiency students to improve collaborative and communication skills in their team.  <b>Approaching/Emerging Proficiency:</b>  Students search for answers around the room and then be able to submit their correct response on google forums. Below Proficiency Students will receive help from above proficiency students allowing below proficiency students to have additional aid, while pushing above proficiency students to improve collaborative and communication skills in their team. Ultimately, this allows approaching or emerging proficiency students to help support others, while also receiving help depending on their level of proficiency per question.  <b>Modalities/Learning Preferences: Auditory and Visual</b>	
<b>Objective(s)</b>  Students will analyze and research given topics in the 1920s that are relevant to the major policies and people who influenced the cultural climate pre-World War II.  <b>Bloom's Taxonomy Cognitive Level: Analyze &amp; Apply</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will form assigned groups of 3-4 members and separate throughout the room utilizing the hallway prompting social distancing.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</b>  Students will enter the classroom, place their phones in the phone slot, and go to their assigned seats to wait for the directions.	
<b>Minutes</b>	<b>Procedures</b>		
40 minutes	<b>Set-up/Prep:</b> 1. Create the Power Point including Questions for distanced learners. 2. Print Power Point Slides placing them around the room where students will have to find the questions and research the answers. 3. Create Google Forum Escape Room.		
4 Minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. Ask Students, what is an escape room, have they ever done an escape room? (to peak interest).		

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	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>1. Discuss specific instructions how to complete the escape room. Specific instructions include, entering the correct letter sequence in line with PowerPoint questions.</li> </ol>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. Have Students complete all escape room questions.</li> </ol>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>1. Have students complete lesson reflection as final question.</li> </ol>
<p><b>Formative Assessment: (linked to objectives)</b>          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><b>Consideration for Back-up Plan:</b></p> <p>Student knowledge on Louis Armstrong may be supplemented by <a href="https://www.youtube.com/watch?v=H8NeJyKE91o">https://www.youtube.com/watch?v=H8NeJyKE91o</a> which characterizes and builds on the biography.</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:          Students will be quizzed or tested on</p> <p>Students will be examined on given topics in the 1920s that are relevant to the major policies and people who influenced the cultural climate pre-World War II</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson plan went extremely well, students were highly engaged. One way to improve the lesson plan is to give distance learners a separate step by step sheet in which provides additional instructions which may be clear in the classroom setting, but is not online.</p>	