*Lesson Plan 4*

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| **GENERAL INFORMATION** |

**Lesson Title & Subject:** The Problem with Representation – Social Studies (3rd lesson of the unit)

**Topic or Unit of Study:** The Great Compromise and 3/5 Compromise – The Constitution

**Grade/Level:** 5th grade

**Instructional Setting:** The class is comprised of 24 students, ages 10 and 11. During the lesson, students will change groups. During a scenario, students will be seated in groups that range from three students to eleven students. Later, students will be dismissed to work in small groups of four to five students. The groups have a flexible seating option, so some are seated at small tables, some on the carpet, some at desks pushed together.

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| **STANDARDS AND OBJECTIVES** |

**Your State Core Curriculum/Student Achievement Standard:**

5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

*Retrieved from Indiana Department of Education’s Academic Standards*

**Lesson Objective:**

Given a short response prompt, students will discuss a solution to the problem of representation with a minimum score of 3 points on a 4 point rubric.

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| **MATERIALS AND RESOURCES** |

**Instructional Materials:**

Pencil, “The Problem with Representation” handouts- one for each group, overhead projector, Google slides, and interactive notebooks.

**Resources:**

Teachers Pay Teachers Resource – “The Problem with Representation” handout

Google slides

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| **INSTRUCTIONAL PLAN** |

1. **Student Prerequisite Skills/Connections to Previous Learning:**

Students understand the definition of a compromise.

Students are aware of the expectations of working in their small groups.

Students understand the procedure of using their interactive notebooks.

Students have background knowledge about Congress.

Students are capable of using the mechanics of writing to answer prompts.

Students have seen and understand a 4 point rubric.

1. **Presentation Procedures for New Information *and/or* Modeling:**

**Presentation Procedures for New Information**: (10 minutes)

I will lead students’ through a brief scenario of representation. I will explain to students that we are going to experiment with group sizes. I will move students into groups that range from three to 11 students. Students then will be asked different questions that will affect some or all students in the classroom. These questions include “should groups with three members or less be allowed to work together on all future tests?” I will change who is allowed to vote from every student, to groups electing representatives to vote on behalf of all group members.

After all questions have been asked, I will ask for student volunteers to share their thoughts and feelings on the activity.

**Modeling:**  (5 minutes)

The purpose of this lesson is for students to discuss the problem our founding fathers faced when it came to figuring representation numbers for the states.

I will explain to students that we are going to break off into their “home” small groups of four to five students and discuss two different scenarios that our founding fathers faced. First, the problem with representation of the states in Congress. Second, how slaves should be counted into the population numbers. I will give one handout to each group.

1. **Guided Practice:** (20 minutes)

Students will discuss the scenarios with their group members, and decide upon a solution for each problem. I will walk around the room and check for understanding, answer any questions, and offer any additional assistance students may need.

1. **Independent Student Practice:** (10 minutes)

Students are asked to respond to the prompt, “what was your group’s solution to the problem of representation” in their interactive notebook. I tell students to write in complete sentences and to be detailed in their response.

1. **Culminating or Closing Procedure/Activity/Event:** (5 minutes)

Now in a whole group, I will ask for student volunteers to share possible solutions to the problem with representation.

I will tell students that tomorrow we will learn what our founding father’s solution was to the problem.

**Instructional Strategy (or Strategies):**

My scenario of breaking the students off into different groups at the beginning of class is an example of interactive instruction. I also used the strategy of small cooperative grouping to allow for students to work with their peers on discussing possible solutions.

**Differentiated Instruction Accommodations:**

Students were strategically grouped based on mixed abilities. I placed gifted students in groups with ELL, academically average, and students with ADD.

A digital word wall was created with involvement from the students at the beginning of the unit. This digital word wall will serve as an excellent resource for not only my ELL, but for all of my students. My three students with an IEP and my ELL were given this vocabulary list as a print out as well.

One of my students has a hearing impairment. I wear an amplifier around my neck which connects to her hearing assistive device she wears in her ear.

**Use of Technology:**

During the scenario, I will cast the Google slides containing the questions for the groups to consider onto the projector. I will use an overhead projector to show the whole class the handout as I describe the activity.

**Student Assessment/Rubrics:**

I will know if my students have met the objective of “given a short response prompt, students will discuss a solution to the problem of representation” if they score a minimum of 3 points on my 4 point rubric. Although I am looking at their writing, I want to see that they have answered the question fully with detail.