SIOP Lesson Plan Template

Teacher:	Focal EBs: Li and Fabian	Grade/Class/Subject:
Lesson Topic: **The Progressive Era**	**VSOLs:** USII.4 The student will apply social science skills to understand how life changed after the Civil War by a) **evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.**	**WIDA ELD Standard:** ELD-SS 6-8 Explain Expressive Construct social studies explanations that ● **Generalize multiple causes and effects of developments or events**

	How Objectives are Assessed
Content Objectives KUD	
● Students will know the causes and effects of the issues during the Progressive Movement. Students will understand why these outcomes occurred. Students will make a mock "Strike Sign" to demonstrate both the issues during the Progressive Movement and how they were addressed.	● (Individual) Exit Ticket ● (Group) "Strike Sign" which has a slogan on the front demonstrating the issue, and on the back has the effects that happened from the labor law protests ● (Group) Presentation of the Strike Sign ● (Individual) A filled out graphic organizer/chart following each group presentation displaying the cause and effect
Language Objectives Language Function, Content Stem/Topic, Support	

● Students will be able to write about multiple causes and effects during the Progressive Movement's development of labor laws and social movements using their peers and a graphic organizer.	● (Group) "Strike Sign" which has a slogan on the front demonstrating the issue, and on the back has the effects that happened from the labor law protests 　○ Group split with multiple jobs within the group, such as the Union President, the speech giver, etc. ● (Group) Presentation of the Strike Sign ● (Individual) A filled out graphic organizer following each group presentation displaying the cause and effect ● (Individual) Exit Ticket

Key Vocabulary: Progressive, Movement, labor, union, cause, event, strike,	Supplementary Materials: ● Slides ● Marker ● Poster Board ● Graphic Organizer ● Exit Ticket

SIOP Features		
Preparation/Build Background ☐Adaptation of content to ELP ☐Links to background ☒Links to past learning ☐Strategies incorporated	**Comprehensible Input/Scaffolding** ☒Modeling ☐Guided Practice ☐Techniques for Clarity ☐Clear explanations of tasks	**Interaction/Grouping** ☒Whole class ☒Small groups ☐Partners ☒Independent
Integration of Language Skills ☒Reading ☒Writing ☒Speaking ☒Listening	**Application** ☒Hands-on ☐Meaningful ☒Linked to objectives ☒Promotes engagement	**Assessment** ☐Individual ☒Group ☒Written ☒Oral ☐Nonverbal

Lesson Sequence *(what will you do? What will your students do?)*

- Teacher greets students by name at the door as they enter, and students go to their desks and view the warm up instructions on the Powerpoint slide. The objective is written on a white board in the classroom. The teacher reads out the warm up once students are seated. Students have a warm up to write (along with instructions to use their notes, textbooks, or ask a teacher for assistance).
- After reviewing the warm up as a class, the teacher goes through the presentation that has review of what the class has gone over about the progressive era.
  - Students are reminded about their previous learning about the issues that arose during the Gilded Age.
  - Students are told the objective of the class: "Students will know the causes and effects of the issues during the Progressive Movement. Students will understand why these outcomes occurred. Students will make a strike sign. to demonstrate both the issues during the Progressive Movement and how they were addressed."
    - On this slide, remind students what "cause and effect" mean with an example from the Gilded Age that was just discussed. Ex. Cause: Rich people bribed politicians. Effect: Politicians made laws that the rich people wanted, so that the rich people would keep their money.
  - Students are reminded of the class-decided Exploration Question: "Why is this era called the *Progressive* Era?
  - Have students discuss "Progressive" -> favoring or promoting change towards new ideas. The word "Progressive" is added to the Word Wall, and the "Progressive Movement" is added to the class timeline.
- Students are given the instructions for the strike assignment. The instructions are displayed on the slide and explained by the teacher.
  - Groups are preassigned, but roles are not. Students assign roles in the groups. Roles include a group leader, a speech giver, a designer (the person who "designs the sign" and writes the information down), and a participation monitor (unions give EVERYONE a voice!)
  - Students are asked to make strike signs with what they want on the front (each group has a preassigned issue), and then what happened on the back. They are also told to come up with a slogan to chant during their presentation that relates to the issue.
- Students are instructed to break into their "Union Groups". Students spend the majority of class time working in these groups, with the teacher circling around groups to assist. Documents explaining each of the roles are at the desks, and the assignment instructions remain on the board.
  - For the information to make the signs, students will be instructed to look online for their information. This will allow for students to use translated versions if this will assist them.
- Once the signs are made, students give brief, one minute presentations of their strike signs are given. In the presentations, students are instructed to explain why they chose their slogan, and tell the class the effect of the issue. Students fill out graphic organizers as each group speaks that are set up in a cause and effect format.
- Following the presentations, students are asked reflection questions
  - What patterns do you see on your graphic organizers?
  - With the changes you see, do you agree with the name "Progressive" Movement? Do you think progress can still be made?
  - What causes are you passionate about? How can you speak out about these issues today?
- Students are given an exit ticket that asks them to write a few sentences about the causes and effects of changes made during the Progressive Movement.

Description of SIOP Components

Directions: In 1-2 sentences per SIOP component, please describe how you attended to the SIOP components in your lesson plan. You **MUST** consider specifically each of your EBs:

Lesson Preparation
How did you adapt your lesson to meet your EBs where they are linguistically based on their WIDA scores? How were objectives presented and reviewed?

      I adapted this lesson to allow students to express their strengths. For example, Li does not like to talk that much. Because of this, I had a group role that was more focused on writing than speaking, while a participation monitor will make sure that she still adds input to the conversation. Fabian is much more comfortable with speaking than writing, so he could have a role that allows him to understand content without having to write too heavily. He also gains the ability to use a translator on his computer so that he can read the information in his more comfortable language.

Building Background Knowledge
How did you link content to students' backgrounds/lived experiences and past learning? How did you develop key vocabulary?

      I have a reflection section that ties the Progressive Era to a more modern day. With these questions, students are asked about causes that they are passionate about, and discuss how they can follow the example of these strikers for causes that they care about.

Comprehensible Input
What techniques did you use to make input comprehensible [pp. 109-112]?

      I am hoping that using different forms of providing the information (groups working through the information, lecture, and getting content online) will allow for students to have at least one method that suits their learning needs.

Strategies
What cognitive, metacognitive, and learning strategies did you teach? What verbal, procedural, or instructional scaffolding techniques did you use? How did you include higher order thinking tasks?

      One Gibbons strategy that I implemented was the class Word Wall (and a timeline variation of it for reference in a history class).

Interaction
How did you provide multiple opportunities for oral interaction in different grouping configurations?

      I allow for multiple versions of oral interactions with different levels. There are full-class discussions that allow students to speak in the full class, but also a group project so students can have a less pressured environment. There is also a presentation aspect in this project.

Practice & Application

How did you provide opportunities for students to practice and apply their learning? What hands-on or manipulatives did you use to support learning?

I allowed students to get hands-on application by constructing their own strike signs. I also connect it with issues that they are passionate about.

Review & Assessment

How did you provide multiple opportunities for students to engage with and review vocabulary and key concepts? What feedback were you providing students throughout the lesson? How did you assess your students throughout the lesson?

I allowed for students to have a project-based assessment and presentation so that the exit ticket is not their only form of assessment.

Slides Link:

https://docs.google.com/presentation/d/1EHY-5Hts8ZcKyzA1DTpIo_eVSIGIl2g1kB7M7xieSuA/edit?usp=sharing

Graphic Organizer:

Name: _____   Date: _____

Group Slogan	Cause	Effect

Graphic Organizer 2:

Name: _____   Date: _____

Group Slogan	Cause	Effect
		Because of ___, _____
		Because of ___, _____
		Because of ___, _____
		Because of ___, _____
		Because of ___, _____