

## Daily Lesson Plan

**SUBJECT: Social Studies**

Time	Instructional Sequence	Notes
5 min	<p><b>Bellringer: Get Started/Drill/Do Now</b> ((What meaningful activity will students complete as soon as they enter the room?)  <b>Lesson Objective: How am I going to communicate learning target? What we are doing helping us get there?</b></p>	
	<p>Bellringer: Each student will be given a mask and sit 6 feet apart for the duration of class, Lesson Objective: Teach students the seriousness of COVID and how it was handled as well as how it's long lasting negative effects could have been avoided. This will be done through through activity, discussion, and videos</p>	
20 min	<p><b>Anticipatory Set: Engage/Motivation</b> (How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that students need to complete before the lesson?)</p>	
	<p>The activity of a mock covid 19 classroom is meant to both engage and have students experience what living through the pandemic was like. An open discussion about any previous knowledge of COVID will be held, as well as asking if they know any ways in which their family or close ones were impacted. Before the lesson, students prior knowlege should be talked about as well as what their ideas of what covid was like. On a side board these ideas will be written down. Vocabulary which should be discussed includes epidemic, pandemic, asymptomatic, "the curve", social distancing, and quarantine. These terms will first be discussed by asking the class to define what they know, write these on a side board, and revisit these after the lesson</p>	
40 min	<p><b>Input/Modeling: Whole Group Instruction: (Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process</b></p>	
	<p>Go through a presentation which defines key terms, explains the statistics of covid as well as how different governments responded with different rules and regulations such as wearing masks, keeping 6 ft apart, closing down indoor dining spaces, banning large gatherings, etc., show Vice's video "Coronavirus is Changing Lives All Over the World":( <a href="https://www.youtube.com/watch?v=hYGAJNV6eYY&amp;t=146s">https://www.youtube.com/watch?v=hYGAJNV6eYY&amp;t=146s</a> ) show footage of hospitals being overwhelmed by the virus, talk about how quickly and intensely the virus spread and skyrocketed in numbers, discuss the possibilty that goverments did not respond quickly and strongly enough</p>	
min	<p><b>Guided Practice: (Small Groups, Whole Class, Independent) Structured Practice:</b></p>	
	<p>Students will be split into small groups and asked to discuss their opinions on government response to the COVID 19 pandemic. If they feel governments responded inappropriately they will be asked to provide reasoning and how they could have responded better, groups who think they responded well will also be asked to defend their position. If outside research is needed, students are welcome to do so. Instructor will call on each group and hear their consensus, make sure all agree and hear any other opinions within the group.</p>	
min	<p><b>Evaluate Understanding/Assessment/Exit Tickets</b> (How will I know if students have achieved today's objective?)</p>	
	<p>Students will be asked to write individually how they think governments could have responded better as well as if or how their ideas about covid changed from before the class</p>	
min	<p><b>Closing Activities/Wrap Up/Summary: (How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to unit)</b></p>	
	<p>Talk about how the effects could have been shorter and less intense if governments handled the situation better, any last questions or comments from students will be welcome</p>	