**SINGLE SUBJECT DAILY LESSON DESIGN FORMAT**

|  |  |  |  |
| --- | --- | --- | --- |
| TITLE OF LESSON: **Economic Systems Game** | CURRICULUM AREA & GRADE LEVEL: **10th Grade World History** | | DATE OF LESSON: **10/01/2013** |
| CA CONTENT STANDARD(S) ADDRESSED: **Students analyze the effects of the Industrial Revolution on England, France, United States, Germany and Japan.**  **6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism** | | CA ELD STANDARD(S) ADDRESSED  **ELD Bridging Standard 10**  **b) Write clear and coherent summaries**  **of texts and experiences using complete**  **and concise sentences and key words**  **(e.g. From notes or graphic organizers).**  **ELD Expanding Standard 11:**  **a)Justify opinions and positions or**  **persuade others by making**  **connections between ideas and**  **articulating relevant textual evidence**  **or background knowledge** | |
| BIG IDEA ADDRESSED (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)   1. **Power, Authority, Governance** 2. **Production Distribution, Consumption,** 3. **Science, Technology and Society**   **This lesson fits into our greater Unit of study which is The Industrial revolution. Students need to see how the Industrial Revolution led to the development of these economic systems. Students also need to draw connections as to how the Industrial Revolution and these economic systems led to a power shift in society and identify who now holds the power and why.** | | ESSENTIAL QUESTIONS ADDRESSED  **Define Capitalism, Socialism, and Communism (the three ism’s).**  **What are the primary characteristics of each system and how are they similar to and different from each other?** | |
| OBJECTIVE(S) OR LEARNING GOAL(S)—*choose type(s) as appropriate*   * Cognitive   **After playing this game and creating the Graphic**  **Organizer students will be able to define and draw**  **Connections between the three economic systems. They**  **Will also be able to identify which game represented**  **Which system.**     * Language Development   **Through playing a game and taking notes students will gain knowledge and experience with the economic systems and be able to synthesize information and create a paragraph explaining the terms in their own words as well as formulating an opinion on which experience they preferred.** | | ASSESSMENT(S)—*choose type(s) as appropriate*   * Formative (progress-monitoring)   **During the game and writing portion of the lesson the teacher should be roaming the room taking note of student work. In particular take note of students making connections from the game to any of the three major economic systems (capitalism, socialism, communism)**   * Summative (evaluative)   **After playing the game and drawing a graphic organizer into their notebook students will write a paragraph linking a system to a game, summarizing the main point of each system, drawing connections between them, and taking a stance on which system they support. This Paragraph will be reviewed as an assessment.** | |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL *(possible misconceptions or assumptions)* **The purpose of this activity is to introduce students to the economic systems for the unit. Students often have difficulties remembering which term applies to which system, and they may have trouble distinguishing communism from socialism. Also they may have a hard time objectively thinking about communism and socialism because they live in a capitalist society.** | | | |
| INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*   |  |  |  | | --- | --- | --- | | STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES | | Anticipatory Set (“Into”)   1. **Pass out 3 Hersey’s Kisses to each student and instruct them to play rock, paper, scissors with each other where the loser gives a candy to the winner. Let this continue for 5 minutes and then stop the game.** 2. **Pass out three more candies and have them play again, at the end of 5 minutes take half of the candy from the top five owners and redistribute it to the 5 “poorest” students.** 3. **The third time specify that you own all the candy and every kids gets one piece, just what they need, there is no game.** | **Kinesthetic**  **Visual**  **Interpersonal** | **Students get to do something fun and active and at the same time gain experience with each economic system.** | | Instruction (“Through”)  **The teacher opens up the Capitalism, Socialism, and Communism Power Point and leads the class through guided notes. The lecture consists of one slide on Capitalism, one on Socialism, and one on Communism. Each slide will discuss the essential elements of the system (who owns the means of production? How involved is the government? Equity or equality?)** | **Visual**  **Auditory** | **Students gain a more in depth knowledge of the systems and begin to draw connections to the game. Teacher should also clear up any misconceptions between the game and the real systems. Some problems may be the symbolism of the teacher as the government and the distinction between luck in the game and skill in life.** | | Guided Practice (“Through”)  **Teacher draws a graphic organizer on the board with the term “Economic Systems” in the center and arms reaching to Capitalism, Socialism, and Communism. Call on students at random to give key elements of words that describe each system and the teacher will write them into the organizer.** | **Visual**  **Auditory** | **Now that students have gained experience through the game, they are presented the information more directly through visual and auditory means, later they will be asked to draw a connection between the game and the lecture.** | | Independent Practice (“Through”)  **After leading the class through notes and the graphic organizer the teacher will instruct students to respond to a brief writing response (1 paragraph) linking each version of the rock, paper, scissors game to an economic system. In addition, students will write which system they though was the best and/or the most fair and why? The teacher should roam the class and visually assess the progress of students.** | **Cognitive** | **Now that students have all the material they need they are being asked to make a hard connection between the game and the content as well as decide which system they like best and justify their argument.** | | Closure *(summarize; make meaning of the lesson)*  **Teacher describes how these three economic systems arose because of the industrial revolution and how they have an impact on all the events that will come after, including Imperialism and the major world wars.** | **Auditory**  **Cognitive** | **Students should now make a connection between the rise of these economic systems and the industrial revolution which we have already been studying.** | | Transfer (“Beyond”) *(opportunities to apply the learning)*  **Ask the students to reflect on how history would have changed if only one of these systems prevailed. Students will have the opportunity to display their understanding through the rest of the unit.** | **cognitive** | **Students should continue to make connection, looking at how these systems will impact society moving forward** | | | STUDENT ACTIVITIES: *What the students do*   |  |  |  | | --- | --- | --- | | STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES | | Anticipatory Set (“Into”)  **Students play each of the games described in the teacher’s steps.**   1. **Capitalist model for 5 minutes and they get to keep the candy they win.** 2. **Play for 5 more minutes and the redistribute the candy from rich to poor (socialism)** 3. **Everybody gets 1 candy to eat, distributed by the teacher (Communism)** | **Kinesthetic**  **Visual**  **Interpersonal** | **Students get to do something fun and active and at the same time gain experience with each economic system.** | | Instruction (“Through”)  **Students return to their seats, open their notebooks to the next page and prepare to take notes.** | Visual | **Teacher will give more in depth knowledge of each economic system, create a link between games and systems, as well as clear up any misconceptions the game may have created.** | | Guided Practice (“Through”)  **Students are taking notes on the power point, making sure to get down the main points on the essential components of each economic system.**  **Students will assist the teacher with filling in the graphic organizer as well as copying it down into their notes.** | **Visual**  **Auditory** | **After notes and the graphic organizer students will have received and analyzed the information three different ways and should begin drawing connections between the game and the economic systems.** | | Independent Practice (“Through”)  **Students will write a one paragraph response in their notebooks immediately following their notes. Link each economic system to a version of the rock, paper, scissors game and then decide which economic system you like the best, make sure to back up your choice with an argument including the key elements of the system.** | **Cognitive** | **Now that students have all the material they need they are being asked to make a hard connection between the game and the content as well as decide which system they like best and justify their argument.** | | Closure *(summarize; make meaning of the lesson)*  **Students discuss with the teacher and reflect how the Industrial Revolution impacted the creation of these economic systems and how these systems will impact the future units of study such as Imperialism and the major world wars.** | **Auditory**  **cognitive** | **Students should now make a connection between the rise of these economic systems and the industrial revolution which we have already been studying.** | | Transfer (“Beyond”) (opportunities to apply the learning)  **Students reflect how history would have changed had only one of these systems survived. This content will be essential to understanding Imperialism and the Cold War.** | **Cognitive** | **Students should continue to make connections, looking at how these systems will impact society moving forward.** | | |
| INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group*   * Readiness level   **I have three students who are at the expanding (CELDT 3) level and the rest of the class is Bridging (CELDT 4-5 or non EL).**   * Learning profile: strengths and challenges   **The students do well in oral assessments but tend to struggle when writing and need extra time when reading.**   * Interests—academic and/or personal   **The students are very competitive; we have had the most success when students are set to compete against each other in games.** | | INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively*   * Readiness level   **I have one 504 student and one IEP in my class they have similar needs and neither requires a lot of extra attention in Class. Ben biggest issue is that he has a lot of truancies but when he shows up he does good work. Gino is consistently present and does good work; he sometimes needs a little extra time to complete assignments. He also gets occasionally frustrated and needs to leave class and go for a walk.**  **Luis is a very bright student who doesn’t have an IEP or 504 but has some special needs in the classroom.**   * Learning profile: strengths and challenges   **Luis has a lot of social anxiety and doesn’t like to interact with other students; he sits isolated in the back corner. He also doesn’t like a the activity model, he much prefers to read out of the textbook and just take notes, we allow him to do this because he has proven he will learn the material and get exceptional grades. Gino is a very social learner who enjoys working with other students and helping others when he is done with his work.**   * Interests—academic and/or personal   **Ben is very interested in skating; Gino enjoys football and is a Charger fan. Luis loves History and is considering going to college for it, any extra information he can get he loves, as well as one on one discussion.** | |
| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above*   * Content (***what*** *material—including key vocabulary—is learned*)   **This lesson is helping students understand key vocab (Socialism, Capitalism, and Communism) that will be the focus of the unit.**   * Process (***how*** *the material is learned*)   **The information is being presented first through and active game for students to learn through experience, this should help our EL students the most. It is then being represented through direct instruction and notes for auditory learners. And finally the class is creating together a graphic organizer of the three economic systems for visual learners.**   * Product (*how the learning is* ***demonstrated***)   **Students are given the opportunity to demonstrate knowledge both through the creation of their own graphic organizer and through a writing assignment.** | | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above*   * Content (***what*** *material—including key vocabulary—is learned*)   **The content for this assignment shouldn’t require any special changes for either student, if Gino get a little overwhelmed with the game he may need to leave class and go for a walk.**   * Process (***how*** *the material is learned*)   **Luis will not be able to participate in this assignment; he is uncomfortable with interacting with so many students. He will read and take notes on the Capitalism, socialism, communism chapter in the text. The introduction activity (Rock, Paper, Scissors game) will help Gino understand the concepts because he will get a lot of interaction with other students. The activity will help EL students in my classroom because they get to learn the material through experience and build background knowledge before we begin direct instruction.**   * Product (*how the learning is* ***demonstrated***)   **Both Ben and Gino will be allotted extra time to complete the written portion of the assignment if needed.** | |
| RESOURCES (*Attach materials needed to implement the lesson—e.g., power point presentation, text, and graphic organizer) Bring* **a large bag of Hersey’s Kisses for the class. Power Point lecture on Capitalism, Socialism, and Communism. Graphic Organizer is drawn on the board.** | | REFLECTION (*Questions to consider after the lesson:* What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?)  **This lesson went extremely well, students were active and engaged in the activity and really seemed to enjoy it. Several students were drawing connections between the game they were playing and economic systems before I ever presented the idea. The one area where students struggled is in writing; even a one paragraph format was difficult for them. Several students presented the assigned questions in bullet point format instead. A graphic organizer that breaks down the format and what to write would really help them create better pieces of writing, I have seen several such organizers in English classrooms.** | |

**FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE** [**https://sites.google.com/site/lessondesignresources/home**](https://sites.google.com/site/lessondesignresources/home)