



# North Iowa Area Community College

Name

Subject Area: Example - Reading, Math, Social Studies

Unit: Example - Animals, Solar System

Topic: Example - Farm Animals, Zoo Animals, Planets

Grade Level: Appropriate grade level

**OBJECTIVES:** Objectives are specific. They are the measurable outcomes of the unit being taught. The following parts of an objective need to be included:

**Audience** - The audience is the group who will be accomplishing the objective. Example - The second grade students

**Behavior** - Use an observable and measurable verb from one of the three domains; cognitive, affective, or psychomotor. Example - will describe, will select, will state, will match (add subject matter)

\*Avoid: Understand, Know, Learn

Example of objective using the above criteria:  
The sixth grade student will define haiku.  
(cognitive)

*See below for a list of domain verbs.*

**Conditions** - These are the conditions under which you'll see the behavior or performance observed. Example - Given a bar graph, Given a blank piece of paper, Without any prompts, Given ten 2 digit plus 1 digit addition problems with regrouping

**Degree** - This states the standard for acceptable performance (accuracy, quality, proportion, time). Example - With at least 90% accuracy, in 3 minutes, will answer at least 16 out of 20 problems correctly

Example of objectives using conditions and degree:

Given ten two digit plus two digit addition problems, the fourth grade student will be able to answer at least 80% of the problems correctly. (cognitive)

Without any prompts, the kindergarten student will be able to tie his or her shoe within three minutes.  
(psychomotor)

LESSON PROCEDURE: **Begin** this section with a general overview of the lesson in terms of topic focus, activities, and purpose.

**Second**, provide an **anticipatory set** to get your students' attention. This could be in the form of a question, a quote, startling facts, music, etc.

**Third** provide a detailed, step-by-step description of how to achieve the lesson plan objectives. Be sure to include any **individual, small group, and/or large group activities** in which the students will participate. Also consider your **implementation of multiple intelligences, differentiated instruction, and learning styles** (audio, visual, kinesthetic). You can design this section for one class period or for multiple class periods. Include your **lesson content** in this section.

**Fourth** include a closure to the lesson. This can be done through an activity, an assignment, a summary, a video, etc.

### Example 1

**Procedure:**

Read a biography about Plato, "The Allegory of the Cave," and practice re-telling the story. You will also need to gather the following materials: flipchart, markers, tape, and copies of "The Allegory of the Cave." In addition, enlist the help of another staff person to be the "fire" (holding a flashlight at the back of the room ) while you re-tell the story.

*Lesson Outline:*

**Anticipatory Set**

**What is philosophy?**

- live your life according to ideas and assumptions about what the world is like -- that's your philosophy
- the word means, "love of wisdom"

## Subject Content & Activities

Which begs the question, "What is wisdom?" What do you think? Facilitate conversation answering this question.

Why do you think we study philosophy? There are many reasons to study philosophy and humanities.

- The unexamined life is not worth living. (Socrates 400 BC)
- Vocational training is the training of animals or slaves. It fits them to become cogs in the industrial machine. Free men need liberal education to prepare them to make a good use of their freedom. (John Dewey, 1916 AD)
- Know yourself. (Plato, 387 BC) Today we're learning about Ancient Greek philosophy. Three famous men in Ancient Greek philosophy were Socrates, Plato, and Aristotle. All three lived in Athens most of their lives, and they knew one another.

Today we're looking at Plato's work, "The Allegory of the Cave," from his book, The Republic

### What is an allegory?

A story where the things in the story represent other things (also think parable, metaphor). Can you think of an allegory you know? Plato's allegory is about a cave.

### Whole Group Activity: Allegory of the Cave

- Ask students, "What do you know about caves?" Use the flipchart to document their brainstorming.
- Inform students that you are going to share Plato's "Allegory of the Cave." Turn off the lights, close the blinds, and welcome them to Plato's cave.
- Have your "fire" person at the back of the room (using a flashlight as fire) when you give her the sign. (This should be while you're telling the first part of the Allegory, describing the cave.)
- Re-tell the allegory; use questioning to tell the story with input from the group. For example, when you are telling the part where some of the prisoners re-enter the cave ask, "What happens when they come back down into the cave?"
- At the end of the allegory, turn the lights on and open the blinds.
- Ask students to tell you what things in the story could represent other things. Write students' responses on the flipchart.
- Ask for a volunteer to tell what each of these items could represent and write them on the flipchart next to each item. For example: "Prisoners - people, Shackles - addiction," etc.

### Small Group Activity:

Distribute a discussion sheet to each student, and ask the participants to work in pairs or groups of three, thinking about the cave in our worlds. Students should write their responses on the discussion sheets.

### Whole Group Sharing:

After 10 or 15 minutes, ask the groups to report back to the whole group on what their things represented. Write these on the flipchart. Make sure to note that we do not spend entire days in or out of the cave. We will probably spend time in both places during our workday. The key to coming out of the cave is to be aware we're in the cave, and to work on moving toward the light. Ask participants for ways they've learned to "Come out of the cave" in their worklife.

### Individual Activity (Time permitting)

In pairs, have students write their own allegory.

## Closure

### Journal Question:

Plato said, "There will be no end to the troubles of the state or indeed of humanity itself until philosophers become kings or until those we now call kings really and truly become philosophers." Do you agree? Why or why not?

## Example 2

### **Anticipatory Set**

Explain the objectives of the lesson, and then begin reading One Grain of Rice. [Brief summary of story: During a famine, Rani outsmarts the raja by asking him to give her one grain of rice to be doubled every day, for 30 days.]

### **Subject Content**

#### **& Activities**

Discuss book vocabulary as it comes up in the reading. Show one grain of rice on the overhead, then two, four, and eight... Stop at the ninth day in the story. Revisit the objective by asking, "What are we doing today and how?" [I have a Problem Solving Guidelines poster in my room: Understand, Plan, Solve, Look Back.

Ask students, "What is a pattern?" (A list that occurs in some predictable way.) Pass out the table worksheets and have students fill in the table, stopping at the ninth day. Ask students to share any patterns that they notice. Most likely, students will say that the pattern doubles every day. Students will predict how many grains of rice Rani will receive in all after the 30th day. In pairs, students will complete the rest of the table. (Calculators will be needed, as numbers get into the millions.) As students are working, ask if anyone can find an easier way to calculate the next day's rice count without adding. (Usually someone notices that you can multiply by 2.) Tell students to complete the table using this new pattern. (Students should fill in the table faster now.) After the tables are completed, ask for students' predictions for the number of grains of rice on the 30th day.

### **Closure**

Finish reading the story to see if students' calculations were correct. As you read the story, students should check their answers with the story to make sure that they calculated correctly

### **MATERIALS:**

This section will help the teacher determine how much preparation time and resources will be involved in the lesson. Include the web sites, materials, books, equipment, and resources that will be needed in order to carry out the lesson. Consider anything that might need to be ordered or prepared in advance.

### **ASSESSMENT:**

This section focuses on ensuring that your students have learned the objectives/met the benchmark for the lesson, so you will need to gather evidence that they did. This can be accomplished by gathering students' work and assessing the work with a rubric. You could also have students complete a performance task or test students on various concepts. Your assessment tool must relate to an objective/benchmark.

### **ENHANCEMENTS:**

This is what you want to add to the lesson to bring your students to a higher level of thinking. Examples—guest speakers, field trips (be realistic), specific book titles, a listing of specific questions that you could ask.

## DOMAINS:

<b><u>Psychomotor</u></b> (Action)	<b><u>Affective</u></b> (Feelings or Emotions)
Activate	Accept responsibility
Assemble	Act
Arrange	Adopt
Balance	Answer
Build	Assist
Calibrate	Choose
Close	Cooperate
Construct	Defend
Demonstrate	Desire
Draw	Display
Enter	Enjoy
Find	Form judgments
Fix	Help
Format	Initiate
Input	Justify
Locate	Join
Make	Prefer
Operate	Promote
Manipulate	Respect
Program	Show awareness
Talk	Value
Use	
Write	

**COGNITIVE:** (Factual, Knowledge)

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
Cite	Add	Adapt	Analyze	Arrange	Assess
Count	Clarify	Apply	Break down	Assemble	Compare
Define	Compute	Calculate	Characterize	Categorize	Contrast
Describe	Contrast	Complete	Classify	Compose	Conclude
Enumerate	Convert	Compute	Correlate	Create	Defend
Identify	Defend	Construct	Diagnose	Compile	Determine
Label	Describe	Demonstrate	Differentiate	Debug	Evaluate
List	Discuss	Discover	Examine	Depict	Explain
Match	Explain	Draw	Figure out	Design	Justify
Name	Give	Employ	Group	Devise	Predict
Quote	Infer	Express	Identify	Explain	Rank
Recall	Paraphrase	Graph	Illustrate	Formulate	Recommend
Record	Picture graphically	Illustrate	Layout	Generate	Summarize
Repeat	Review	Plot	Order	Import	Validate
Select	Translate	Predict	Prioritize	Organize	Verify
State		Project	Proofread	Produce	
Tabulate		Relate		Reconstruct	
		Show		Relate	
		Sketch		Revise	
		Solve			
		Tabulate			
		Use			