Lesson Planning Template:

**Lesson Plan Format Using Understanding by Design Framework**

**Stage 1: Identify Desired Results**

**Title:** Third Amendment SAC

**Grade**: Civics class

**Author:** JD Lancaster

**Number of Class Periods:** 1

**Essential Questions:** What is the 3rd amendment? Why was it included in our Bill of Right. Is keeping the 3rd amendment still worthwhile, or is it not useful anymore?

**State of Michigan Content Standards:** C2 Founding and Development of the Government of the United States of America, C3 Structure and Function of Governments in the United States of America, C4 Rights and Liberties in the United States of America

**Learning Objectives:** 1) Understand what the 3rd amendment does, and why it was considered important to include in the Bill of Rights, 2) Analyze various arguments for and against keeping the 3rd amendment in the constitution, 3) Evaluate whether or not the 3rd amendment should be included in the constitution

**Content Rationale:**  I chose this amendment because of how little I think it gets talked about, especially in class. It in my opinion sets it up to be an interesting debate as to whether or not it should be scratched. Given that one of the main arguments for getting rid of the 3rd amendment is that it has no, or little, modern-day applications, I wanted to start by looking at the historical reasonings behind the 3rd amendment. Even if it didn’t have any modern-day relevance, it was nevertheless big enough of a problem to be included in the Bill of Rights. Another I think rather important aspect about it is that the third amendment given how issues surrounding it are not often in the news, it will help keep personal political beliefs out of the argument so that students may focus on the side they start with, rather than how they are already feel about the amendment. I think a lot of students will be intrigued simply by the fact that it would be new to them, and it doesn’t take much to imagine why it would have been helpful to have it in the first place.

**Instructional Strategy Rationale:**  I chose the activity because I thought it was a nice way to discuss a topic like repealing or keeping an amendment. In doing so both groups got to see each points and also heard them presented by the other group, then they were able to work together to create a synthesis. In terms of the resources, I utilized it was really a matter of what I had available to me. As it is not often used in any cases, there is little written about the topic.

**Background and Context:**  I would want the students to have the early content that we studied, namely under C1, in addition I would like to have talked about the constitution, and the process of getting amendments added, as well as why they might be constitutional amendments vs federal or state laws. Following this I would like to go further into civic duty, and responsibility. Furthermore it is assumed that the students are familiar with a SAC.

**Stage 2: Determine Acceptable Evidence (Assessment)**

**Diagnostic**/**Formative Assessments**:

**Summative Unit Assessments**: Formative lesson would be the first discussions or debates for lack of a better term (the structured academic controversy). The teacher could either use participation to actually assess the students, or the teacher could have an exit slip asking the student something along the lines of what they learned from the activity.

For a summative assessment more emphasis could be placed on the reflection students do, it could be extended into a take-home assignment, or a paper. Furthermore the teacher could have the students research arguments relating to a different amendment, the students could write a paper arguing for or against the first or second amendments

**Stage 3: Plan Learning Experiences (Procedure)**

**Instructional Strategy (please include estimated time for each step)**:

* **Opening/Activator/Bell Ringer**: Ask the students what their favorite and least favorite amendments are and why but do so with my signature charm. If any students mention the third amendment move on to the activities. If for instance the first student were to say the third amendment the teacher should allow for a few more students to go before circling back to the third amendment. This section should last about 5 minutes

**Activities**: As students enter the class, they are directed to grab their laptop/computer.

First the bell ringer should occur, see above for information on it (5 minutes)

The teacher should start by defining the third amendment to the students, and ask what the student thinks it means (5 minutes) (<https://www.law.cornell.edu/constitution/third_amendment>)

Following that the students will either by numbering off or through a different method be grouped up into their SAC groups, and given their topic to begin researching (10 minutes). The students should be capable of researching the topic on their own, however if they are struggling to find resources the teacher may provide them with websites they could look at (examples below)

<https://constitutioncenter.org/the-constitution/amendments/amendment-iii/interpretations/123>

<https://prawfsblawg.blogs.com/prawfsblawg/2008/08/does-the-third.html>

<https://verdict.justia.com/2023/02/03/do-we-really-need-the-third-amendment-or-what-can-and-should-we-do-about-constitutional-vestiges>

Next the students should take turns sharing out their arguments (5 minutes). The students should be familiar with how this works, but it is important that they take turns talking without interrupting the other people in their group. The teacher should walk around the room to check for participation.

The students should then swap sides, and research the opposite side. The students are encouraged to physically swap seats, though it is not imperative to the lesson. The students are also encouraged to share any resources they found particularly helpful if they have any. (10 minutes)

Now the students will argue their new argument to their team. It should be very similar to the first share out. All the same etiquette rules still apply, and the students should know this. (5 minutes)

The students should then work together to create their synthesis position. This should take about 5 minutes, however it is possible to combine this and the next section to give more time to synthesize if in exchange the next section is done as homework. (5 minutes)

Lastly the students should as an exit ticket write down their groups position and why. (5 minutes or less).

If the students don’t have enough time to finish this in class, it can be assigned as homework. If it is assigned as homework the students should also write down their original position and the arguments, they found most compelling.

There is a worksheet that can be printed out as a homework assignment or to be filled out by the student during the activity.

* **Anticipated Students Interactions/Questions:**  The students may struggle with the points in the SAC in which they have to transition. This consists of: beginning the activity, when they swap sides, when they have to move in to the synthesis stage. Additionally if the worksheet isn’t used they may have questions as to what they need to write down. Questions should be written on the board to help with this.
* **Closing/Summarizer/Exit Ticket:**

Unless assigned as homework the students only need to write down their groups synthesis and why.

**Anticipated Total Time Required:** 50 minutes

**Other Important Information**

**Materials:** (Include these in an appendix to your lesson.)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Structured Academic Controversy: The Third Amendment**

1. **My initial position was:**
2. **My groups synthesis was:**
3. **Some compelling arguments were:**

**Modifications and Accommodations:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  Focus Areas | Exceeds Expectations (4)  | Meets Expectations (3)**Target** | Needs Support (2) | Needs Extensive Support (1) | N/A |
| **Pedagogical Content Knowledge** The Teacher Candidate: * Identifies important big ideas addressed in the lesson. (#4LP1, #7LP1)
 | [ ]  The Teacher Candidate (TC) selects lesson outcomes that support the development of student understanding of big idea(s) in the discipline. Lesson outcomes refer to a system of content standards that can help ensure appropriate experiences for students as they develop understanding of big ideas over time. TC clearly articulates the big idea(s) using language students will understand, and clearly explains how the lesson outcomes contribute to student understanding of that idea.  | [ ]  The Teacher Candidate (TC) selects lesson outcomes that support the development of student understanding of big idea(s). Lesson outcomes refer to a system of content standards that can help ensure appropriate experiences for students as they develop understanding of big ideas over time. TCs articulation of lesson outcomes is clear, but the big idea itself or connections between lesson outcomes and the big idea(s) is not clearly expressed.  | [ ] The Teacher Candidate’s (TC’s) lesson includes lesson outcomes that refer to a system of content standards, but the ideas are not selected in such a way that they contribute to student understanding of a big idea. The connection between the lesson outcomes is missing or superficial, rather than anchored in any big idea of the discipline.  | [ ]  The Teacher Candidate’s (TC’s) lesson does not include lesson outcomes that refer to a system of standards. Lesson outcomes are written as things students will do during the lesson, not things they will know or be able to do as a result of the lesson. There is no attention to big ideas of the discipline in the framing of lesson outcomes.  | [ ]  |
| **Instructional Knowledge** The Teacher Candidate:* Selects texts and activities that are age appropriate, relevant to the lesson objectives and engage learner interest. (#7LP1)
 | [ ]  TC selects activities and, where appropriate, texts that clearly build toward the lesson objectives. An opening activity is selected to engage learners’ interest in the lesson topic. The activities are grade level appropriate from the opening activity through the lesson wrap up. The activities are efficient, building to the learning outcome within the time allotted in the lesson.  | [ ]  TC selects activities and, where appropriate, texts that connect to the lesson objectives. An opening activity is selected to engage learners’ interest in the lesson topic. The activities are mostly grade level appropriate from the opening activity to the lesson wrap up. The activities build to the learning outcome, but may not be feasible in the allotted time frame. | [ ]  TC selects activities and, where appropriate, texts that are mostly connected for the lesson objective. At least some of the activities are grade level appropriate. An engaging opening activity is selected, but the connection to the lesson topic is not clear. The activities build toward the intended learning outcome, but don’t fully reach it. | [ ]  TC selects activities and/or texts that are mostly unconnected to any lesson objective. Or, the activities selected are not grade level appropriate. The activities will not help learners move toward the intended learning outcome. | [ ]  |
| * Selects strategies to promote higher order thinking and student engagement. (#5LP2, #8LP2)
 | [ ] TC selects important and thought-provoking questions or tasks for students to consider. TC’s plans for scaffolding student thinking provide an appropriate balance of support and open-endedness.  | [ ]  TC selects important and thought-provoking questions or tasks for students to consider. TC’s plans for scaffolding student thinking attend to both providing support and maintaining open-endedness, but these are out of balance. As a result, engagement may be reduced by making the questions or tasks too simple or too difficult.  | [ ]  TC selects questions or tasks that make only moderate demands on student thinking. TC’s plans for scaffolding student thinking focus on “breaking down” the task only, and not on strategies for supporting higher order thinking.  | [ ]  TC poses only simple, straightforward questions or tasks. There is no scaffolding of student thinking at higher levels.  | [ ]  |
| * Selects strategies to promote student interaction. (#8LP1, #8LP2)
 | [ ]  TC appropriately plans for a variety of interaction structures in the lesson in order to provide opportunities for all students to formulate ideas, express ideas, and listen to ideas from peers. The TC plans norms or rules to guide each kind of interaction  | [ ]  TC appropriately plans for more than one kind of interaction structure in the lesson, in order to provide opportunities for all students to engage at least two of these: formulate ideas, express ideas, and listen to ideas from peers. The TC plans norms or rules for at least some of these interactions.  | [ ]  TC plans for more than one kind of interaction structure, but the choice of structure may not always appropriate to the task at hand. There are planned opportunities for all students to engage in at least two of these: formulate ideas, express ideas, and listen to ideas from peers, but the TC plans few if any norms or rules for the interaction structures in the lesson.  | [ ]  TC provides little or no space for student interaction.  | [ ]  |
| * Plans strategies for supporting students with a range of learning needs. (#1&2LP2, #8LP1)
 | [ ]  TC plans multiple approaches to learning in the lesson in order to reach learners with a range of strengths. TC plans accommodations for a learner reading significantly below grade level. TC plans strategies for making content more accessible to English language learners.  | [ ]  TC plans multiple approaches to learning in the lesson in order to reach learners with a range of strengths. TC plans accommodations for a learner reading significantly below grade level.  | [ ]  TC plans accommodations for a learner reading significantly below grade level. However, TC’s planned approaches to learning and/or assessment tend to privilege learners with particular strengths at the expense of others.  | [ ]  TC’s planned approaches to learning and/or assessment tend to privilege learners with particular strengths at the expense of others. TC makes no plans to accommodate a learner reading significantly below grade level. |  |
| **Content Knowledge** The Teacher Candidate:* Demonstrates deep understanding of the big ideas. (#4LP1)
 | [ ]  TC demonstrates a clear and nuanced understanding of the big ideas of the discipline, including major concepts along with some or all of the following, as appropriate for the lesson topic: major assumptions, debates, processes of inquiry, ways of knowing, varied perspectives and evolving ideas in the discipline. | [ ]  TC demonstrates a clear understanding of the big ideas and major concepts addressed in the lesson. There are signs the TC shows some evidence of a more nuanced understanding of the discipline, including understanding major assumptions, debates, processes of inquiry, ways of knowing, varied perspectives and evolving ideas, but the ideas are not yet clearly represented. | [ ]  TC demonstrates some understanding of big ideas and major concepts addressed in the lesson, but there are important aspects of these big ideas that are unclear or absent. | [ ]  TC demonstrates little if any understanding of the big ideas related to the lesson, and focuses nearly entirely on small, discrete topics, details, or skills.  | [ ]  |
| * Demonstrates depth, breadth and accuracy in the content area. (#4LP1)
 | [ ]  TC demonstrates clear and accurate knowledge of the lesson topic, including accurately representing the facts, skills, and academic language of the discipline within the scope of this lesson. TC demonstrates clear and accurate knowledge of the connections of these ideas to other ideas in the discipline, to applications, to critical perspectives and/or to connections to other content areas. | [ ]  TC demonstrates clear and accurate knowledge of the lesson topic, including accurately representing the facts, skills, and academic language of the discipline within the scope of this lesson. TC’s representation of the connections of these ideas to other ideas in the discipline, to applications, to critical perspectives, and/or connections to other content areas is addressed, but not yet clearly represented.  | [ ]  TC demonstrates mostly clear and accurate knowledge of the lesson topic itself, though there may be some minor inaccuracies or lack of clarity in facts, skills or academic language. TC’s representation of the connections of these ideas to other ideas in the discipline, to applications, to critical perspectives and/or connections to other content areas is either not addressed or contains inaccuracies. | [ ]  TC demonstrates significant inaccuracies or lack of clarity in knowledge of the lesson topic.  | [ ]  |