**DSU Lesson Plan Template**

**COMMON CORE/STATE/DISCIPLINE STANDARDS:**

**Lesson plan for Tyler and Micheala**

***List the standards this lesson will address.***

Common Core Standards:

State and/or Discipline Standards:

Social Studies:

7.6.1 Identify principles governing individual and group behavior (e.g., cooperation, collaboration, power, conflict) within social dynamics (e.g., familial, political, religious)

Visual Arts:

8.3.1 Understand how to apply subjects, themes, symbols, and ideas in visual art to communicate ideas.

**LEARNING OBJECTIVES**

***List your objectives for student learning for this lesson. In other words, what do you want the students to be able to do as a result of this lesson? An example of an objective might be: “Students will be able to identify independent variables and dependent variables.” Set your objectives at the high levels of Bloom’s taxonomy more frequently than those at the lower levels.***

Academic Objectives:

Students will describe the Five Pillars of Islam.

Students will create an art project that portrays the significance of the Five Pillars of Islam.

Why have you chosen these objectives?

It is important for students to study world religions, because they will accumulate a holistic understanding of human cultures. It is also significant, because today’s classrooms contain students from all over the world. Knowing, understanding, and respecting one another’s belief systems will prepare students to live peacefully among each other.

Making the Five Pillars of Islam into an art project will show the students how they can communicate knowledge/ideas through the use of visual media.

How are the objectives appropriate for the whole class, including students with diverse learning needs?

The students have been studying Islam in medieval times and recently completed a section on the origins and spread of Islam. Islamic beliefs would be the next progression through this unit, and the Five Pillars of Islam are a Muslim’s most basic acts of worship. The ability to describe the pillars and to create them in an artistic fashion will provide a foundation for the students’ understanding of Islamic culture.

**TEACHING METHODS AND STRATEGIES**

What teaching methods will you use for this lesson?

* Direct instruction
* Guided practice
* Cooperative learning
* Independent practice
* Demonstration

Why have you chosen these methods? *(Be sure that the methods are directly connected to your lesson objectives.)*

Direct instruction (reading the text to the students) will allow the students to hear the information and also write down important words, phrases, ideas, connections, etc. that will aide in their descriptions of the pillars.

Guided practice, through the use of think-alouds, will show students the process to use to come up with ideas for the concept map, which will help them create their art projects.

Cooperative learning will take place as the class creates the concept map together. This will give them the opportunity to hear each other’s thoughts and ideas, which will possibly deepen their understanding of the topic.

The students will use the ideas they came up with in completing the concept map to create their art projects. This gives them the opportunity to independently practice what we did as a group by gathering the information they feel will best help them to remember what each pillar means.

I will show the students an example of the finished art project. Demonstrating what they will be doing along the way offers a clear picture of the steps that need to be taken.

What modifications and/or accommodations are needed to ensure successful learning for all students, taking into account their diverse needs and characteristics?

N/A

**LESSON DESCRIPTION/ACTIVITIES**

***Describe the step-by-step procedures and activities of the lesson in sequence and indicate how much time has been allocated to each component. Provide enough detail so that a substitute could implement the plan as you envision it. If applicable, attach a copy of materials that will be distributed or displayed to the students (i.e. power point, video clip, lab sheet, handouts, problem sets, etc.).***

Introduction Est. Time: 14 minutes

*(How will you focus learning, state objectives, activate background experiences, etc.?)*

As a class, we will be creating a concept map regarding the Five Pillars of Islam. The students will be asked for words, phrases, ideas, etc. that remind them of each pillar. The students will get ideas from the text. I will read each section (8.4-8.8) to them. Prior to reading, we will go over unfamiliar vocabulary words that will be found in the text. As I am reading, the students will follow along and write down key words or phrases that describe each pillar and also

anything they think of that would help them remember the pillars. I will use think-alouds to model making connections or extracting important information from the text.

Providing Lesson Content Est. Time: 30 minutes

*(This should be the largest segment of the lesson. Explain how you will teach new concepts, facilitate*

*exploration, provide practice, etc. Include the questions you will ask to ensure higher order thinking.)*

Once we have completed the reading, we will begin making the concept map. What are some words, phrases, or ideas about the first pillar that stuck out to you, or maybe some connection that you made with the text that was read? This process will be followed for each pillar.

The students will now create their own pillars as a visual representation of the Five Pillars of Islam. They will refer to the concept map to complete the project. Each student will get six cardboard tubes, one rectangular strip of cardboard, and any art supplies they want to use to decorate the pillars. I will show the students the example I made so they have an idea of what they will be doing. They will write down one key word on each of five tubes; these five tubes will be the five pillars. The key words are testimony, prayer, charity, fasting, and pilgrimage. On the sixth tube they will write Islam or The Five Pillars. Then they will use the concept map and write down any words, phrases, ideas, connections that will describe and help them remember each pillar-make sure the ideas from the concept map match the correct pillar. I will encourage them to put anything on their pillars that will help them recall what the pillars mean/stand for. They can draw pictures if they would like, too, and can decorate the pillars however they want. When they are finished, they will hot glue the five pillars on the rectangular piece of cardboard and will then hot glue the sixth tube (Islam/The Five Pillars) on top of the five pillars.

Closure Est. Time: 1 minute

*(How will you close the learning episode to summarize learning and reemphasize learning outcomes?)*

At the end of the lesson, the students will share their pillars with each other.

**SUPPORT OF OBJECTIVES**

How do the lesson activities support your instructional objectives?

Students will be able to describe the pillars because they will take notes on each pillar while listening to the content reading and will assist in the creation of the concept map about the five pillars. They will also listen to each other’s ideas and will gain a broader understanding by hearing what their classmates thought of. Creating the art projects will further enhance their understanding of each pillar, because they will be compiling a list of words, ideas, pictures, etc. to help them retain information about each pillar. At the end of the lesson, each student will describe his/her own pillars to the rest of the class.

The completion of the art project will show that the students were able to portray the significance of the Five Pillars of Islam, because the project will contain important ideas that describe each pillar.

How do the activities of the lesson accommodate the needs of individual or groups of learners?

The activities of the lesson engage many different multiple intelligences: visual/spatial-concept map and art projects; verbal/linguistic-reading out of the text book, creating concept map as a class, sharing art projects; bodily/kinesthetic-creating art projects; interpersonal-creating concept maps; intrapersonal-writing down thoughts during reading, collecting a list of thoughts from concept map for art projects, creating art projects.

Each learning style is addressed in this lesson (auditory, visual, and kinesthetic), so each student will have the chance to learn using the method that best fits him/her.

There is enough variation in this lesson that the students will be engaged from start to finish, and the students will have responsibilities throughout the whole lesson that will keep them busy and on task.

**MATERIALS, TECHNOLOGY, AND MEDIA**

What instructional materials, technology, and media will you use for planning and delivering the lesson?

The materials needed for this lesson are:

* Student textbooks, *History Alive! The Medieval World and Beyond*
* Paper
* Writing utensils
* White board
* Dry erase marker
* 6 cardboard tubes for each student
* 1 rectangular piece of cardboard for each student
* Markers
* Art supplies
* Hot glue gun

To create this lesson, I used the internet as a resource to find ideas for hands-on activities that would engage the students. I used the students’ textbook to gather the information they need to know about the five pillars.

Why have you chosen these and how will you use them meaningfully?

The textbook delivers the information that the students are required to know on this topic. I did not want to create a lesson that revolved around a lecture, but I needed to create a lesson that will provide the students with the knowledge they need to meet the objectives. So, think-alouds are incorporated into the reading, and from there we progress to concept maps and the art projects, which are both more student-centered formats for learning. So although I will be using the textbook, it will be done in a meaningful, engaging way.

The other materials are needed for the completion of the art projects. The students will be encouraged to be as unique and creative as they can be.

**ASSESSMENT**

How and when do you plan to assess student learning on the content of this lesson? *(If applicable, attach a copy of the assessment instrument, such as a written quiz, homework, list of oral questions, and/or performance task.)*

* Observation
* Concept map
* Art projects

Why have you chosen this approach to assessment?

Observing the students during the reading portion of the lesson will show me whether or not they are understanding the text. If I see that a student is not writing anything down during this time, that tells me that he/she is either off task and needs to be redirected, or he/she is not pulling any meaning out of the text. In the latter case, I would be able to stop reading and assist the student in finding key words or making connections.

The concept map will show me that the students were able to come up with important words, ideas, thoughts, connections from the text that help describe the five pillars.

The art projects are yet another form of visual representation that will allow me to see that the students have a conceptual understanding of the Five Pillars of Islam.

How is your assessment connected to the lesson objectives?

Students will describe the Five Pillars of Islam.

The students will compile a list of words, phrases, ideas, connections from the textbook that describe the pillars and help them remember the significance of each one. Observation during the reading will show me whether or not the students are able to do this, or if they need extra assistance. These words, phrases, ideas, connections will be shared through the concept map and the art projects.

Students will create an art project that portrays the significance of the Five Pillars of Islam.

The assessment of the completed art project directly correlates with this specific objective. The assessment will simply be whether or not the students finished their art projects and if they contain the required information.

How will you use results of this assessment to plan for future learning?

If the students do not meet the objectives stated, then I will know that I need to differentiate my teaching to help them gain an understanding of the Five Pillars of Islam. The textbook is very informative and straight-forward, and I believe it is a good learning tool for this topic. If the students need further instruction, I would simply use a different teaching strategy. I feel that having a “tea party” would be a fun way of aiding in the students’ understanding of the text, so we would spend at least one more social studies block focusing on the information from the text in the form of a tea party. The students would continuously refer back to their pillars art projects, adding on new information to improve their retention.

If the students meet the objectives and are comfortable with the information presented, we would move on to another section within the chapter that focuses on the beliefs and practices of Islam and how they shape Muslims’ lives.