

Custer Walk Lesson Plan

Grade: 4th and 5th graders		Subject: Custer Hike	
Materials: lamination pictures, music/speakers, ipads		Technology Needed: IPADS	
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Technology integration € Discussion/Debate € Other (list) € Modeling		Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology € Pairing/collaboration integration € Simulations/Scenarios € Imitation/Repeat € Other (list) /Mimic	
Standard(s) 6.1.1 Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information		Differentiation low Proficiency: Students will learn about custer and asked to interact with materials given. Above Proficiency: Students will learn facts and information about custer and are able to recite what they learned through experience and not memorization. Approaching/Emerging Proficiency: Students will be asked what understanding do they have of custer before and what they learned about custer after. Modalities/Learning Preferences: Through instruction and activities will learn aspects of being a soldier and compare today vs in the past (the time of the battle of bighorn 1876)	
Objective(s) The objective is to learn and be hands on all day long. Also to learn information about Custer and his army during their stay at Fort Lincoln. Bloom’s Taxonomy Cognitive Level: They are required to go through the Bloom’s Taxonomy method to get a better understanding on how to remember. They should be able to perform a higher form of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts.T			
<u>Classroom Management- (grouping(s), movement/transitions, etc.)</u> <u>Stay together and be sure to listen. The support staff should be keeping an eye on the other students and make sure they are engaged.</u>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Staying engaged and walking with the group. If there are any questions at all, be sure to ask! Support students for UMary can also help keep students engaged and answer questions.	
Minutes	Procedures		
5-10	Set-up/Prep: Laminate pictures of the inside of the barracks to show the students.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Right here is where Custer and his men marched stayed before marching to the Little Big Horn. Custer and his wife stayed in that house right over there. Thousands of men stayed right here. Can you imagine that?”		
15	Explain: (concepts, procedures, vocabulary, etc.) Explain who Custer was, what his group of men did while at Fort Lincoln, explain why they left and the route they took to The Battle of The Little Bighorn. Show the boat where all the dead soldiers and Custer came back on.		

5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)
5	Review (wrap up and transition to next activity): Play “Soldier Simon Says”, getting the students to follow instructions and line up as Custer’s soldiers would.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> ○ Progress monitoring throughout lesson-clarifying questions, ○ check-in strategies, etc. ○ Consideration for Back-up Plan: State facts and do mini games of how to be a soldier. General custer say and General may I 	Summative Assessment (linked back to objectives, END of learning) <p>The summative assessment could be a creation of a presentation for one of the soldiers that would have been on the march to the Little BigHorn. The student can choose to do an oral presentation or a creative presentation of the life of a soldier during the march.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <ul style="list-style-type: none"> ● Our day at Fort Lincoln was very nice and eventful. The students were willing to learn and participate in activities. ● Our lesson was very short on time due to extending our lunch time so the students didn’t feel rushed, we barely had time for our reflection and engagement part. The shortened lunch us to split the group into two, in hopes of getting through the lesson faster. ● We got time at the end of the day to play our game “General May I” and other groups joined in for some games. ● The things we would change is to start our lesson from lunch and have more time management. Also we wanted to create a rich and valuable experience rather than a strict experience with no actual learning happening. 	