

Lesson Plan (165 minute class period)**Date: Nov 26th, 2020****Theme/Topic: The Indian Experience****Global History 12 Lesson Plan**

This is a lesson plan I created during my first practicum, which I included as it hit a large number of curriculum outcomes. My target for professional growth would be to include more activities for the students to perform to keep them engaged in the material.

A. Lesson Purpose

The purpose of this lesson is to demonstrate the complex economic relationships between North and South states, through teaching a History of India's economy from pre-independence to modern times. India took many steps to ensure that most of the wealth and capital it generated remained within the country and worked hard to ensure that multi-national corporations had to legitimately boost India's economy to have access to the vast Indian market. Teaching "The Indian Experience" allows the students to comprehend the complex economic relationships that exist in the modern world, and the historical background for why these relationships exist as they presently do.

Students will learn a great deal about finances, including debt, capital, and the ebb and flow of the economy.

B. Student Outcomes

GCO SCOs	<p>GCO : Individuals, Societies, and Economic Decisions; People, Place, and Environment; Interdependence</p> <p>SCO :</p> <ul style="list-style-type: none">• further develop their understanding of the concept of power and economic power as one manifestation of it• examine ways in which the availability, accessibility, quality, and control of resources has affected the growth and power of nations• examine the relationship between economic power and political power• assess the role that imperialism and colonialism played in the economic and political development of nations in modern history (post-1492)• analyze the role that northern financial institutions, trade agreements, and transnational corporations have played in the economic development of nations• evaluate the impact that large scale political and economic structures have had on social development within nations• examine ways in that nations have attempted to deal with social and economic disparity <p>Required Case Studies: The Green Revolution.</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none">• Define Foreign Aid• Understand the complex economic relationship between North and South states as a result of colonialism• Understand what modern factors continue to perpetuate the divide• Understand how a country's economic decision making (and luck) can have generational effects
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	<ul style="list-style-type: none">• Learn the many forms of aid, and the benefits and drawbacks of it <p>SKILLS</p> <ul style="list-style-type: none">• Communication – Students are expected to engage with the teacher during the lecture• Power analysis – Students will learn how to analyze economic, political, and social power, and how it affects the world at large. <p>ATTITUDES</p> <ul style="list-style-type: none">• Empathy – understand the hardships of the less fortunate.	
C. Assessment		
	Assessment will be formative. (what are the ways the teacher is able to check to see that students are learning knowledge and skills in the lesson?) <ol style="list-style-type: none">1. This is a seminar-based class, in which student participation is used to assess how the class is progressing.2. A formative assessment in the form of an exit slip.3. A summative assessment in the form of a written test would take place in a subsequent lesson at the end of the unit.	
D. Prior Knowledge		
	Students have begun to learn all of the SCO’s already. The structure of the lessons prior utilized topics that allowed the students to learn all of them simultaneously. The manner in which a “history of aid” is taught in this lesson explores all SCO’s but one. As such, student’s have already formed a fair understanding of concepts such as colonialism, goods, staple resources, interdependence, debt, dependence, and sovereignty.	
E. Lesson		
Time: 5 minutes	Get students to settle down, housekeeping duties.	Formative Assessment: Students are expected to engage with the professor during seminar discussion. Contributing 5 times or more is grounds for full points. 4 times would then be 80%, 3 times would be 60%, etc. Points can be lost regardless of contribution if speaking out of turn, causing a disruption, or paying attention to their phone. Formative Assessment via an exit slip.
Time: 10 minutes	Introductory Activities: Students will be shown a humorous photo to begin a discussion about the idea of civil disobedience as well as the economic reasons for peaceful and violent protests, in order to get them thinking about the topic of Gandhi and Indian Independence.	
Time: 35 minutes	Body of Lesson: A. Teacher Seminar: (using PowerPoint) on “The Indian Experience.”	
Time: 10 minutes	Closing: Students will write a small one paragraph exit slip about something from the lesson they already knew,	

	something from the lesson that they did not, and the thing that interested them most.	Summative Assessment: In the form of a synthesis assignment or an end of unit test following a History of Aid.
F. Materials:		
	<ul style="list-style-type: none">• Powerpoints.• Google Classroom	