

Lesson Plan for a Social Studies Class

PReP and Listen-Read-Discuss

(Note: See *Literacy and Learning, PReP and Listen-Read-Discuss* video lesson for an illustration of this lesson in action.)

Topic: The Bill of Rights

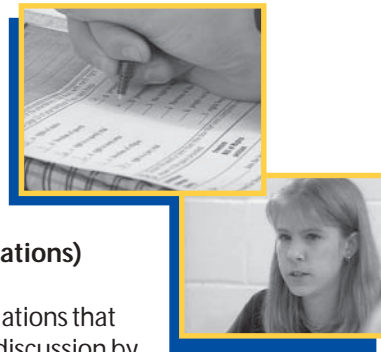
Objectives: The student will ... (to be completed by the classroom teacher)

Set Induction: Ask the students, "Who says you have the right to be here, in this classroom, at this school today?" (Play "devil's advocate" to draw out diverse responses to this introductory question.)

Activities:

Begin the lesson with the pre-reading strategy, PReP:

1. Write "Bill of Rights" on the board and ask students to brainstorm what comes to mind when they see/hear these words (**Initial Associations**). Record answers.
2. Have students refine their statements initially made through guided questions such as, "What made you think of 'laws of the people' or 'Why did 'rights of all citizens' come to mind when you thought of the Bill of Rights?" (**Reflections on the Initial Associations**)
3. Give students an opportunity to verbalize associations that have been elaborated or changed through the discussion by asking guided questions. Examples may be similar to: "Now that we've talked more about the Bill of Rights, has anyone changed their mind about what they are?" "After this conversation, does anyone have a different explanation of the Bill of Rights?" (**Reformulation of Knowledge**) (Note: The list of responses may be re-visited for closure at the end of the lesson.)
4. Give students an activity sheet that contains vocabulary words and guided reading questions to be answered during reading.
5. Go over the terms prior to reading to assess students' prior knowledge for specialized vocabulary.
6. Begin Listen-Read-Discuss literacy strategy by giving a short lecture (**listen**)—approximately 10-15 minutes—on a selected topic. A study guide, chart, or writing activity may be used enhance understanding.
7. Have students **read** a textbook selection on the topic. Ask students to compare the author's point-of-view of the same information covered in the short lecture.
8. Place students in small groups (or use large group) to **discuss** their own points-of-view about the topic. An activity sheet may be used to guide the discussions.



9. Assign a writing activity. (Example: Write a speech from the point-of-view of...)
10. Ask for volunteers to read their speeches aloud.

Closure:

Return to the list of ideas generated during the brainstorming activity at the beginning of the lesson, and ask students to share their opinions about the most important aspects of the Bill of Rights. Also, ask if there is anything a student does not understand about the Bill of Rights.

Evaluation Suggestions:

Check activity sheets, participation, group work.

Resources and Materials:

Lecture notes, activity guides (charts, vocabulary sheet, etc.), group discussion questions.

Other Applications:

The PReP and Listen-Read-Discuss strategies can easily be incorporated into lessons across the curriculum and at any grade level. They can be modified to fit the needs of individual students in diverse classrooms.



Reaction Guide		
	Agree	Disagree
1. Pre-reading activities help students focus their attention on specific concepts to be covered in the lesson that follows.		
2. Middle school teachers find it difficult to include lectures in their instructional planning.		
3. Information obtained from several points-of-view helps students understand content material.		