

Lesson Plan Template

Teacher Candidate Name: Nicole Parrish

Lesson Title/#: Organized Crime in Eastern Europe: A Virtual Museum

Grade Level: Ninth Grade Cultural Comparisons

Information on Students: This lesson is intended for a ninth-grade class of students who all have varying levels of visual impairments. The class consists of eight students and will rely on assistive technology. This lesson can easily be adapted to a fully sighted class with a larger number of students. It generally takes a little more time to complete an assignment while reading braille and/or using assistive technology, so the times may need to be adjusted.

Lesson Foundations

Content Standards	Contemporary World Issues Social Studies		
	19. The global economy creates advantages and disadvantages for different segments of the world's population.		
	21. The distribution of wealth and economic power among countries changes over time.		
	22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.		
Learning Objective(s)	Students will learn about the ramifications of organized crime in Eastern Europe. They will learn about the different crime groups and the impact these groups have on their own countries and other countries.	Assessment(s) Include LO being addressed	Students will be assessed on their virtual museum projects they create. They will present their information to the class.
Materials & Resources	Students will need their iPads equipped with assistive technology, Google Slides, and internet access to complete their research. The teacher will need screen sharing capabilities to project the students' final projects for presentations.		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will...	Student will...
	Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.
Opening 15 Minutes	Begin the lesson by having students complete a Think, Pair, Share activity. Students will work in groups of	Students will work with their partners or small groups to answer the questions. One student will serve as a recorder

	<p>two or three and brainstorm answer to the following questions:</p> <ul style="list-style-type: none"> • What do you think of when you think of organized crime? • What parts of the world does organized crime exist? • What kind of impact does organized crime have? • Is organized crime seen as a positive or negative thing within a community? Why? • How is organized crime portrayed in the media? 	<p>for the answers. With the class, they will share their responses. The other student will serve as a spokesperson.</p>
<p>Instruction 25 Minutes Day Two 15 Minutes Day Two and Three 65 minutes</p>	<p>The teacher will show the YouTube video <i>Europe's New Mafia: People and Power</i>. This video is 25 minutes and will help form the framework for their project. The teacher will provide audio description, as needed. https://www.youtube.com/watch?v=BpbBJMMJEFE</p> <p>The teacher will introduce the students to the Mob Museum's website. This museum is based in Las Vegas, Nevada. The teacher will go through the museum with the students and show them some of the various items on display and virtual displays. https://themobmuseum.org/case-files/digital-experiences/</p> <p>The teacher will instruct the students that they are going to create a virtual museum using Google Slides. Their museum will focus on a specific group of Eastern European organized crime; they may choose Albania, Russia, or any other country mentioned in the video. They may create their own Google Slides, or a template can be purchased on Teachers Pay Teachers. Students should find imagery, videos, and</p>	<p>Students will attentively watch the video. They should jot down at least ten points of interest as they are watching. These notes will serve as a guide for their project.</p> <p>Students will use their iPads to navigate the museum's website and find items of interest.</p> <p>Students will work with a partner or small group to choose the country they would like to research more about organized crime. They will need to find pictures, videos (or can make their own), and writing samples to curate their museum pieces. They should also include a brief curators' biography about themselves. They can create their own Google Slideshow or may use a provide template.</p>

	<p>written descriptions to curate their museum and display their knowledge of the topic. Images should contain accessible image description cues as well. A helpful video with a purchasable link can be found here, or teachers can have students create their own museum using Google Slides.</p> <p>https://www.youtube.com/watch?v=5XNevQHfvjc</p> <p>Students are responsible for providing the following information in their museums:</p> <ul style="list-style-type: none"> • Name of the country and the organized crime unit they selected • At least three images that convey information about the organized crime and a written description about why these were selected • A video about their country and the organized crime (can be found on YouTube, or they may make and insert their own) • At least two articles about organized crime in their country of choice and a description about why these articles were selected • Anything of special interest they would like to include 	
<p>Closure</p> <p>Day Four</p> <p>40 Minutes</p>	<p>The teacher will project students' projects and have them present their museums and findings to their classmates.</p>	<p>Students will present their projects, be attentive listeners, and ask and answer appropriate questions.</p>
<p>Planned Supports</p>	<p>Assistive technology, teacher-provided audio and image description</p>	