

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: June 16, 2008 Plan No.: One

Subject: Social Studies Grade Level:
Fourth

Unit of Study: _____ Lesson Topic: Jamestown

INSTRUCTIONAL OBJECTIVES: Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies including freedom of worship, and economic opportunities.

Analyze the problems the first Jamestown colonists encountered and how they solved them.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: Two forty-five minute class lessons

Students will be asked to share their experiences of moving to a new home or school. Students will learn more about the first English settlements in North America.

Students will speculate about what happened to the Roanoke Island settlement and the possible meaning of the word CROATIAN.

INSTRUCTION: (Procedure)

Time: 45 minutes

Read aloud - Hard Times in Virginia

Students will listen while I share information about the establishment of Jamestown. I will present pictures in a powerpoint of how Jamestown looked then. We will discuss Powhatan and how important he was to the survival of Jamestown. I will also discuss Roanoke the Lost colony. Students will create journal entries written from the perspective of one the colonist. Students will illustrate their journal entries.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Discuss answers to the following questions. Why did the English want colonies in America? To find gold and other natural resources. What two items did Virginia Company need before it could build a settlement in Virginia? A charter from King James I and money to support the colony

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?) Time: _____

Students will be able to share why Jamestown was established and why it succeeded.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will write a summary explaining why motivated the English, French, and Spanish to come to America.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SMARTBOARD – Video 19 minutes America the Beginning

Vocabulary Cards on words need to understand the lesson.

SAFETY CONSIDERATIONS: The classroom is conducive to learning and there is adequate space.

ASSIGNMENT: Students will pretend they are John Smith at the end of the first year at Jamestown. They must set up a plan that directs all colonists, even children, to share the work necessary for survival in Jamestown.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: June 12, 2007

Plan No.: Two

Subject: Social Studies

Grade Level: Fourth

Unit of Study: _____ Lesson Topic: Yorktown

INSTRUCTIONAL OBJECTIVES:

Students will summarize the events and key battles of the Revolutionary War, including the Yorktown.

Students will analyze the significance of the American victory at Yorktown.

Students will create informational pieces (for examples, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: _15 minutes_

Students will be shown pictures of the Yorktown Historic site and the pictures of the Yorktown in the book. The significance of the pictures will be explained. Students will read a lesson on the Yorktown

Describe using the SMARTBOARD how Washington was able to trap the British at Yorktown.

INSTRUCTION: (Procedure)

Time: _15 minutes_

Using the SMARTBOARD show a map of the United States showing North Carolina, South Carolina, Pennsylvania, Yorktown and Chesapeake Bay. Show the movement of the American and French troops to show how they surrounded the British at Yorktown.

Washington surrounded the British at Yorktown, defeating them and ending the war. Was everyone living in the United States equally happy about the outcome of the War? Some answers: Many African Americans were still enslaved in American, so freedom from Britain did not make them free. Now Native American had to worry about their homelands being controlled by the United States; Loyalist may have feared for their safety after Britain lost the war. (Point of View)

Washington wrote letters about his planned attack on Trenton, New Jersey. Students will write letters.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Discuss why Washington decided to go to Virginia instead of attacking the British in New York City?

After learning about the ending battle of the war, the British surrender and the Treaty of Paris. They will also learn of the combined strategy at the Battle of Yorktown, and an unlikely surrender of 8,000 British troops. The class will participate in a game show on the SMARTBOARD that helps review all main points of the Battle. The students will be divided into 4 groups and each group will be asked 10 questions about the Battle. The group with the highest number of correct answers will receive a prize.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?) Time: _10 minutes

Summarize Washington's "new plan". Washington planned to join forces with the French soldiers on land and by sea to surround and trap the British at Yorktown.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will locate Yorktown, and Chesapeake Bay on a map. Using highlighters students will show the movement of the American troops and show how they surrounded the British at Yorktown.

Students will write a summary describing how Washington trapped Cornwallis.

Students will write a letter in the point of view of George Washington to his fellow officers.

The students will learn about the ending battles of the war, the British surrender and the Treaty of Paris. They will also learn of the combined strategy at the Battle of Yorktown, and an unlikely surrender of 8,000 British troops. The class will then participate in a game show that helps review all main points of the unit for the upcoming unit test. The students will be divided into 4 groups and each group will be asked 10 questions about the unit. The group with the highest number of correct answers will receive a prize.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SMARTBOARD – to show Powerpoint presentation of pictures taken on travel study.

Map the show where the Yorktown Battle took place

SAFETY CONSIDERATIONS: Class is conducive to learning with sufficient workspace.

ASSIGNMENT: Students will create a primary source poster about an event in their life. They will explain how object is a primary source and what it tells about the event.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: June 12, 2008 Plan No.: Three

Subject: Social Studies Causes of the American Revolution Grade Level: Fourth

Unit of Study: _____ Lesson Topic: Colonial Williamsburg

INSTRUCTIONAL OBJECTIVES: Explain the political and economic factors leading to the American Revolution, including the French and Indian War, British colonial policies such as the Stamp Act and the Tea Act and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: __5 minutes

Focus - Why were the colonist disagreeing with British rule?

I will begin this lesson dressed as a slave. The slaves hear the talk of their masters.

Does freedom from British rule means freedom for slaves?

INSTRUCTION: (Procedure)

Time: 30 minutes

Through lecturing and the student reading (using textbook and reference materials of their choice), introduce the students to the background of the American colonies up to 1765. The Stamp Act of 1765.

I will read the content of the Stamp Act by using the "Summary of the 1765 Stamp Act."

The students will be divided into three groups. Each group will be given a copy of one of the following documents: 1) the words to the song *The Glorious Seventy Four*, 2) the print *The Repeal, Or the Funeral of Miss Ame-Stamp*, and 3) the print *The Alternative of Williams-burg*.

Students will analyze their document to determine what it has to do with the Stamp Act and later attempts by British Parliament to tax the colonies. What is the viewpoint of the document? Is it for or against the English tax? Were the colonists pleased with the taxes? Why or why not? To what form(s) of resistance do the documents refer? Have each group present its findings to the class using specific references to details in the document and defending inferences. Ask the class what it thinks the overall colonial reaction was to England's taxes.

1. Tell the students about Patrick Henry. Read the resolutions to the students. Discuss what each resolution means. Would Parliament agree with what the resolutions propose? Why or why not? How might Parliament react to the resolutions?
2. I will remind the students that the American colonists are still British subjects. Students will vote like members of the Virginia House of Burgesses--on the resolutions. They will vote as to whether they are for staying

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will discuss the answers to the questions

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: ___5 minutes

Students will write explaining the political and economic factors leading to the American Revolution during the Writing Block of the English Language Arts class.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Informal observation of discussions.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

No equipment needed.

SAFETY CONSIDERATIONS: The room is conducive to learning and space is adequate.

ASSIGNMENT: After the study and looking at the pictures students will create a flyer of Colonial Williamaburg.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: June 14, 2008 Plan No.: Four
Subject: _____ Grade Level: Fourth
Unit of Study: _____ Lesson Topic: Fredericksburg

INSTRUCTIONAL OBJECTIVES:

Summarize the key battles strategies, and turning points of the Civil War including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and surrender at Appotmattox-and the role of African American in the War.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: __5 minutes

Focus: Why is it important to have strong military leaders?

What would have happened if the Confederates had won the war?

INSTRUCTION: (Procedure)

Time: __15 minutes

Tell the students that Fredericksburg was a battle that was lost by the Union because the generals were incompetent and Abraham Lincoln was trying to tell to tell the generals how to fight from Washington.

We will discuss that the Civil War began with the shot fired on Fort Sumter and that more soldiers died at Gettysburg than any other battle. After Gettysburg, Lee surrendered to Grant at Appomattox Court House.

We will look at the map to see where these battles are on the map.

We will also discuss that in 1863 the Emancipation Proclamation was signed by Abraham Lincoln granting freedom to slaves and the roles of African Americans in the War.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Student will use a map the indicated where battles were fought.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: __5__ Students will discuss key battles and teacher will reinforce key turning points of the Civil War.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will be given ten questions on the key battles. Student must answer seven of the ten multiple choice questions correctly.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT: Students will map out a plan for winning a strategic outdoor activity, such as soccer. Model how to use symbols, such as X's and O's , to draw a plan.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: _____ Plan No.: Five
Subject: _____ Grade Level: Fourth
Unit of Study: _____ Lesson Topic: Mt. Vernon

INSTRUCTIONAL OBJECTIVES:

Students will summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: __5 minutes

Powerpoint of the Mt. Vernon

This lesson will be introduce in a Read Aloud – *George Washington, Spymaster*

What makes these men so important to the beginning of the United States of America?

INSTRUCTION: (Procedure)

Time: __2-55 minute periods

Students will be provided with background information of Washington's life prior to the American Revolution.

Students will be introduced to Washington's contribution to the American War and Politics
Students will create a timeline to include Washington life and significant events during the American Revolution.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will discuss George Washington's role in the American Revolution.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Students will discuss what they learned about George Washington.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

1. Students will create timeline using information on Washington's life and contribution on the American Revolution and provide an oral presentation.

The following grading system will be used for this timeline:

25% on aesthetic (neatness and use of pictures)

50% on content (assuring dates are correct, inclusion of important events that were covered in class, inclusion on Washington's life before the revolution and during the revolution. For example, birthdates, death date, battle events, Presidency

25% on oral presentation – Student must state important dates and explain their significance.

Total possible points: 100

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT: See Evaluation

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: _____

Plan No.: Six

Subject: _____ Grade Level: Fourth

Unit of Study: _____ Lesson Topic: Ft. McHenry

INSTRUCTIONAL OBJECTIVES:

- Indicate phrases from "The Star-Spangled Banner" that refer to the bombardment of Fort McHenry.
- List ways in which the American flag is used.
- Discuss the symbols within the American flag and some ways in which the flag has been used as a symbol of the United States.

Focus Questions: Why did President Madison decide to declare war against Britain?

What other decisions might he have made in 1812?

In what ways do the lyrics of "The Star-Spangled Banner" reflect actual events? What evidence do we have of its popularity? What are some events involving the flag that have contributed to Americans' image of their flag and their country?

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: __

A few days before I begin the unit, I will challenge the students to look for the American flag everywhere. Tell them the class will be compiling a list of all of their flag sightings. Their sightings can include actual flags, images of flags and references to the flag.

INSTRUCTION: (Procedure)

Time: _30 minutes

While the "Star Spangle Banner" is playing, students will compile the class list of flag sightings. Follow with a discussion about the flag. Pose the following sorts of questions to the students: Why is the flag important in the military? Why did an American astronaut leave an American flag on the moon? Why do American athletes cry when they see the flag and hear the National Anthem played during the Olympics? Did anyone see any use of the flag he/she felt was inappropriate? And finally, why does the American flag symbolize pride for the United States?

Lecture about Francis Scott Key being on the British War Ship and see the bombs bursting in the air. Discuss how he felt when he woke that morning and saw our flag still standing. The flag is a symbol of our liberty

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Write a paragraph on the meaning of patriotism.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Students will share summary with class.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Collect summaries and use district 15 point extended Response Rubric to see if students listed how flags are used and phrases used in the "Star Spangled Banner".

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT:

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: _____ Plan No.: Seven

Subject: _____ Grade Level: Fourth

Unit of Study: _____ Lesson Topic: Washington Crossing the Delaware

INSTRUCTIONAL OBJECTIVES:

The students will learn about the Christmas Eve crossing, ensuing battle at Trenton and the outcome. They will also learn of spoils of battle, the contribution of Baron von Steuben at Valley Forge and the improved militia. The students will also learn of the hardships the soldiers went through while wintering at Valley Forge.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: 10 minutes

Show Power point of Washington's Crossing. Make sure students look at the Delaware River to see its size.

INSTRUCTION: (Procedure)

Time: _____

Students will be shown image "Washington Crosses the Delaware", and will be asked to comment on what they think is about to occur.

After discussion, the battle with the Hessians will be discussed. A question and response period about surprise attacks will follow.

The spoils of that battle will be discussed. Did this put the colonists at an advantage? What could happen next?

The winter at Valley Forge and loss of $\frac{1}{4}$ of the men to illness and starvation will be discussed. Questions about why the fighting stopped and why there were food and supply shortages will be discussed.

The training of the militia will be discussed, advantages and disadvantages.

The colonial map will be updated along with the timeline.

The students will then pretend they are a soldier and write a letter home talking about what happened at The Crossing of the Delaware and Valley Forge.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Informal assessment

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

Check for understanding of content and grammar in letter written by students. Evaluation will also be made on final test and will include Baron von Steuben and events during winter at Valley Forge.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will create a Venn diagram to compare and contrast the Crossing to the Delaware and Valley Forge. Students will write a summary of the comparison.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT: Students will work in pairs to prepare and present a mock interview of a soldier who survived the winter at Valley Forge. One student will act as the survivor and the other student will act as the interviewer.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: _____ Plan No.: Eight
Subject: _____ Grade Level: Fourth
Unit of Study: _____ Lesson Topic: Valley Forge

INSTRUCTIONAL OBJECTIVES

The students will learn about the reasons France sided with the colonists and the eventual outcome. The famous traitor, Benedict Arnold, will be discussed, as will the reasons for his change in loyalty. We will discuss the contributions of the Marquis de Lafayette and other Frenchmen. The students will be given Lafayette's motto "Why Not" and draw something that relates to today that uses the motto.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: ___5 minutes

Focus Question: When the Revolutionary War began, some American leaders did not think African Americans would make good soldiers in the Continental Army. Was this a fact or an opinion? How can you tell.

Students will be shown a powerpoint of the pictures taken during my travel study.

INSTRUCTION: (Procedure)

Time: _____

The winter at Valley Forge will be reviewed. During that winter the French decided to side with the colonists and declare war on England

The students will learn how French officers came to the colonists' aid and along with the French navy and the new American navy the colonists were able to cut off British supplies.

Students will be shown image "Valley Forge", and will be asked to comment on what they think is about to occur.

After discussion, the battle with the Hessians will be discussed. A question and response period about surprise attacks will follow.

The spoils of that battle will be discussed. Did this put the colonists at an advantage? What could happen next?

The winter at Valley Forge and loss of 1/4 of the men to illness and starvation will be discussed. Questions about why the fighting stopped and why there were food and supply shortages will be discussed.

The training of the militia will be discussed, advantages and disadvantages.

The colonial map will be updated along with the timeline.

The students will then pretend they are a soldier and write a letter home talking about what happened at Valley Forge.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will discuss answers to questions on the experience of the Continental Army at Valley Forge

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?) Time: _____

Students will discuss what they have learned.

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?) Students will write answers to a multiple choice test, Students will get 15 out of the 20 questions corrects.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT: Students will create a short skit showing a conversation between Henry Clay and President Madison discussing their viewpoints about going to war with Britain.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: _____ Plan No.: Nine

Subject: _____ Grade Level: Fourth

Unit of Study: _____ Lesson Topic: National Constitution Center

INSTRUCTIONAL OBJECTIVES: Identify the contributions of significant individuals during the colonial period.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?) Time: _15 minutes

Read Aloud - Biography of Benjamin Franklin

INSTRUCTION: (Procedure) Time: _30 minutes

Discuss the accomplishment of Benjamin Franklin.

Discuss the four important American documents Benjamin Franklin signed by Franklin.

Students will read the How? Section of text on p.208

Show pictures of Benjamin Franklin working with printers as they publish Poor Richard's Almanack. How do you think publishing has changed since the 1700's?

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will do workbook page 50 to discuss answers to questions in workbook.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?)

Time: _____

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Students will write a summary about the political life of Benjamin Franklin.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT: After students have read the text, have them research other inventions and contributions made by Franklin. Students will create a broadside advertising a personal experience Franklin will be making and why people should come to see him.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

SAMPLE DAILY LESSON PLAN

Name: Barbara S. Magwood Date: _____ Plan No.: Ten

Subject: _____ Grade Level: Fourth

Unit of Study: _____ Lesson Topic: The Civil War
Museum

INSTRUCTIONAL OBJECTIVES: Students will describe the reasons why Southern states seceded from the Union.

Identify the immediate cause of the start of the Civil War.

SET INDUCTION/ INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)

Time: ____5 minutes

Show the pictures of the Confederate Capital during the Civil War. Discuss the bombing of Fort Sumter by Confederate forces rallied the North.

INSTRUCTION: (Procedure)

Time: _30 minutes

Discuss that after Abraham Lincoln's election, seven Southern states seceded from the Union to form the Confederacy. Jefferson Davis became the President of the Confederate States in America

Students will interview important figures from history, such as the commander of Fort Sumter, Jefferson Davis, and Abraham Lincoln

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Review with students the background of Lincoln and Jefferson.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? Reinforce, integrate learning, transition to next lesson?) Time: _____

EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?) .

Using a Venn diagram, students will contrast the U.S. Constitution and the Confederate Constitution. The U.S. Constitution: gave many powers to the federal government; Confederate Constitution: more powers to the states; slavery was lawful.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.)

SAFETY CONSIDERATIONS: The room is conducive to learning and has adequate space.

ASSIGNMENT: Students will create a three-column chart with the headings Causes, Events, and Effects. Students will list important events as they read the lesson. For each events, students should list either a cause for that event, and/or an effect that the event had on people and other events of the time.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process.) To be completed only **after** teaching the lesson.

