

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb _____ Date: _____ Plan No.: 1 _____

Subject: United States History _____ Grade Level: 10-12 _____

Unit of Study: Colonial Period _____

Lesson Topic: A PRACTICAL EXPERIMENT IN COLONIZATION

Standard USHC-1: The student will demonstrate an understanding of the settlement of America.

INSTRUCTIONAL OBJECTIVES:

As a result of this activity the students will:

1. Learn the importance of geographic location which can determine the survival and progress of a colony.
2. Examine the effects that cultural background and specific historical events have upon the development of a colony.

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

Time: 5-10 minutes

Use KWL-to access how much the students know about the colonial period. What they would like to learn about colonization.

INSTRUCTION: (Procedure)

Time: 15-20

Guided Lecture about Jamestown and Williams burg that will also include a power point presentation about the area. May contrast/compare other areas of the United States that were colonized as well.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

There will be a Question and Answer period using a Jeopardy style questions to check for understanding of the materials and the lecture.

During Independent practice students will be allowed to work in groups of three to create their own rules for establishing a colony.

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

Time: 20 minutes

Students will share their rules for establishing their colony with the class. It will give them the chance to state why they picked the particular area and how they will get along with the people that were there first.

Introducing the early documents that were used by the first settlers will lead to the next unit of study about the Revolution.

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

A rubric will be used to evaluate the presentations.

A paper and pencil test used to evaluate the vocabulary and important points.

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

1. American History reference material on the early English colonies in North America. These materials should provide illustrations of early colonial construction and maps displaying the geographic locations of English colonies.

2. Several copies of early colonial laws such as the Mayflower Compact, the Fundamental Orders of Connecticut, and the Maryland Act of Toleration.

SAFETY CONSIDERATIONS:

Follow all safety rules when using the computer.

ASSIGNMENT:

Read and study the Road to Independence

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

Students will use a rubric to evaluate the lesson.

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb

Date: _____ Plan No.: 2

Subject: American History

Grade Level: 10th

Unit of Study: The American Revolution

Lesson Topic: Why Did the Colonists Rebel?

Standard USHC-2 The student will demonstrate an understanding of the establishment of the United States as a new nation.

INSTRUCTIONAL OBJECTIVES:

The student will understand the grievances of the American Colonists

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

Time: 5-10 minutes

Ask students how would they feel if their liberties were taken away they were not allowed to come and go when they wanted. Not able to drive or listen to their music like they would like to.

This will lead in to a discussion of what happen when the British government tried to restrict the colonists with taxes.

INSTRUCTION: (Procedure)

Time: 15-20 minutes

Guided lecture and discussion about the causes of the Revolution.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will write a letter to the Parliament stating their objections to the taxes.

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

Time: 15-20 minutes

Students will read their letters to Parliament

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

Paper and pencil quiz for listing the grievances of the colonists.

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

Handouts, minimal props, text that covers the American Revolution.

SAFETY CONSIDERATIONS:

Follow classroom safety rules.

ASSIGNMENT:

Read about writing the Declaration of Independence and Constitution.

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

A Rubric for the Students to evaluate the lesson

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb

Date: _____ Plan No.:3

Subject: American History

Grade Level: 9

Unit of Study: American Revolution

Lesson Topic: The Constitution

Standard USHC-2.4-Summarize the creation of a new national government, including the Constitution.

INSTRUCTIONAL OBJECTIVES:

The student will demonstrate a knowledge of the Constitution and why it replaced the Articles of Confederation.

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

Time: _10-15 minutes

KWL- What do you know about the Constitution?

INSTRUCTION: (Procedure)

Time: 20-30 minutes

Constitution Scavenger Hunt

Individual - Each person answers the questions alone

2. Group - A good number is between 3 and 5 members
 - a. Each group divides the exercise into an equal number of questions for each member,
OR
 - b. Each member works on the whole exercise and collaborates on the answers
 - c. One answer sheet for each participant,
OR
 - d. One answer sheet for the whole group
(cuts down on grading)
 - e. Bonus points may be awarded to the first group(s) to finish
3. When helping a group/individual, give only the Article, Section, Clause
4. For remedial readers, page numbers and/or the Article, Section, Clause may be inserted on the

question sheet

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Check to see if each student is on task for Scavenger Hunt. Student that finds the most answers receive a prize.

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

Time: _20-30 minutes

.Students will share how many of the amendments or bills they did find. May ask which one did they found more interesting and which one they did not agree with.

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

Test on the Constitution to check for understanding about the document

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

1 copy of the exercise for each student
American History text Constitution

SAFETY CONSIDERATIONS:

Follow classroom safety rules.

ASSIGNMENT:

Study section on the Civil War.

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

A Rubric for the Students to evaluate the lesson

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb

Date: _____ **Plan No.:** 4

Subject: American History

Grade Level: 10-12

Unit of Study: The Civil War Lesson

Topic: Sectionalism and Slavery

Standard USHC-4 The student will demonstrate an understanding of the causes and the courses of the Civil War and Reconstruction.

INSTRUCTIONAL OBJECTIVES:

At the end of this lesson the student will demonstrate an understanding of the causes for the Civil War and why the south did not want to abolish slavery.

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

Time: 10-15 minutes

A brief discussion about slavery and review the status of slavery as the country was developing.

INSTRUCTION: (Procedure)

Time: 20-30 minutes

Using the internet students will research the major causes of the Civil War. They will watch a short power point presentation reviewing why the founding fathers did not handle slavery in the 18th Century.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Will use a game called "Stomp the Pro" the teacher being the Pro. Students will be given a series of true and false questions that they must answer in a certain period of time. After this time is up they get to ask the teacher the same questions if the students have more correct than the teacher they win some sort of prize as a group.

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

Time: 10-15 minutes

Students will have to answer three different questions about slavery and the causes of the Civil War.

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

A short quiz on the causes of the Civil War.

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

Tests and the handout for "Stomp the Pro".

Computer for the Internet search.

SAFETY CONSIDERATIONS:

Follow Internet safety rules.

Follow all classroom rules.

ASSIGNMENT:

Read about the course of the Civil War. The major battles.

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

A Rubric for the Students to evaluate the lesson.

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb

Date: _____ **Plan No.:** 5

Subject: American History

Grade Level: 10-12

Unit of Study: Civil War

Lesson Topic: Major Battles

Standard USHC-4.3-Outline the course and outcome of the Civil War, including the role of the African-American military units, the impact of the Emancipation Proclamation, and the geographic, political and economic factors involved in the defeat of the Confederacy.

INSTRUCTIONAL OBJECTIVES:

The student will demonstrate an understanding of the major battles of the Civil War and their outcome.

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

Time: 10-15 minutes

Ask students to describe in their own words the outcome of two major battles of the Civil War. Why are they considered turning points in the war.

INSTRUCTION: (Procedure)

Time: 20-30 minutes

Students will use the text to outline and read about the battles to see if their description was accurate.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

The teacher will use Jeopardy style questions to check for understanding.

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

Time: 15-20 minutes

The students will write a newspaper article describing the major battles of the Civil War.

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

Students will use maps of the United States to plot the movement of both Armies during the battles.

Students will read their newspaper articles to the class for teacher evaluation.

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

Computers for Internet use.

The Smart board for demonstrations and maps.

Text book and teacher generated materials for review of the battles.

SAFETY CONSIDERATIONS:

Students will follow all classroom rules.

ASSIGNMENT:

Read about Reconstruction and its affect on all of the people.

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

A Rubric for the Students to evaluate the lesson

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb

Date: _____ **Plan No.:** 6

Subject: American History

Grade Level: 12

Unit of Study: Civil War

Lesson Topic: Reconstruction

Standard USHC-4.4- Summarize the effects of Reconstruction on the Southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendment.

INSTRUCTIONAL OBJECTIVES:

The student will demonstrate and understanding of Reconstruction and why Southern states fought so hard against the Constitutional Amendments.

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

Time: 10-15 minutes

Ask the question: The war has ended now what are the southern states to do?

INSTRUCTION: (Procedure)

Time: 20-30 minutes

Students are to use the Internet to review the 13th 14th and 15th Amendments. Using guided lecture and discussion students will discuss why reconstruction did not work.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Using teacher generated review questions the students will review the effects of the Civil War and Reconstruction.

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

Time: 10-15 minutes

Teacher will present a power point presentation on the Triumphs and the Failures of Reconstruction.

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

A verbal question and answer session to check for understanding.

Students will try to write a eyewitness review to the failure of Reconstruction.

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

Text Book covering the subject.

Teacher generated hand outs for the students to use.

Power point presentation to use on the Smart board.

SAFETY CONSIDERATIONS:

Follow Internet safety rules.

Follow all classroom safety rules

ASSIGNMENT:

Read handout and text about the effects of Reconstruction on African-Americans

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

Students will use a rubric generated by the teacher to evaluate the lesson.

SAMPLE DAILY LESSON PLAN

Name: Bernardine Cobb

Date: _____ **Plan No.:** 7

Subject: American History

Grade Level: 12

Unit of Study: Civil War

Lesson Topic: The Effect of Reconstruction on African-Americans

Standard USHC-4.5-Summarize the progress made by African-Americans during Reconstruction and the subsequent reversals brought Reconstruction's end.

INSTRUCTIONAL OBJECTIVES:

The student will demonstrate an understanding of the effects of the end of Reconstruction on African-Americans.

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

Time: 10-15 minutes

The teacher will ask the students, "Do you think the effects of the end of Reconstruction are still being felt today."

INSTRUCTION: (Procedure)

Time: 20-30 minutes

Guided lecture and discussion. Students will take notes during lecture and power point presentation.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will write an eye witness review of the end of Reconstruction and what has happen in the Southern states.

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

Time: 15-20 minutes

Students will read eyewitness reviews.

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

Oral quiz on the effects of the end of Reconstruction.

A written unit test on the Civil War.

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

Textbook and teacher generated handouts.

Tests and quizzes.

SAFETY CONSIDERATIONS:

Follow all Internet safety rules.

Follow all classroom safety rules.

ASSIGNMENT:

Research a subject for a major writing project.

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

Students will use a teacher generated rubric to evaluate the lesson.

