

LESSON PLAN

Lesson Plan No. 1

Name: Elizabeth Hopkins Date: June 15, 200
Subject: American History Grade Level: 8th
Unit of Study: Civil War Lesson of Study: Advantages and Strategies of the North and South

INSTRUCTIONAL OBJECTIVES:

- TSWBAT: define the advantages of the North and the South during the Civil War
- TSWBAT: explain the strategies of the North and the South during the Civil War

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

Time: 5 minutes

Questions: 1. Why did the South lose the war? 2. What were the strategies for both sides?

Discuss the responses:

INSTRUCTION: (Procedure)

Time: 50 minutes

- Show some Streamline video clips on the Civil War and review the facts of the Civil War and power point
- Read in the books, Call to Freedom and SC textbook about the Civil War. Review the vocabulary of the Civil War and locate where the North and South were located.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Make a "T Chart" and list each side as North and South.
- On the side of the North list the advantages the North had over the South: money, railroads, industry, and standing army.
- On the side of the South list the advantages the South had over the North: military leaders and agriculture.
- Do the same "T Chart" for disadvantages of the North and South
- Then make a "T Chart" for war strategies for the North and South. Be sure to explain the blockade of Southern ports and the Anaconda Plan for the North and "Cotton Diplomacy" for the South.

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

Time: 5 minutes

Review the lesson with the question: Why did the South lose the war? Have the students write a paragraph on the question.

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

Check "T Charts" and paragraph.

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

Computer and projector for video clips, textbooks, paper and pencils

SAFETY/CONSIDERATIONS:

None

ASSIGNMENT:

"I Want to Learn More"- this is an assignment of writing a 1 page paper with 5 new facts on a topic covered in today's lesson. 5 facts = A neat with illustrations.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Plan No. 2

Name: ELizabeth F. Hopkins Date: June 15, 2008
Subject: US History Grade Level: 8th
Unit of Study: Civil War Lesson of Study: Battles of the Civil War

INSTRUCTIONAL OBJECTIVES:

- to describe and give a brief description of the Battle of Fredericksburg and Chancellorsville
- compare the leadership of the Union generals to the Confederate generals
- to explain and discuss why these battles were important wins for the South

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

Time: 5 minutes

- Video clips of the Battles of Fredericksburg and Chancellorsville, The American Civil War: The War Years: Part 1:1861-1862 and Part 2 :1863-1865
- Question: Why were these battles important to the cause of the confederacy?

INSTRUCTION: (Procedure)

Time: 40 minutes

- Show pictures from my trip of the battlefields.
- Take notes from a video clip of the battles
- Have the students read a brief summary of the Battles of Fredericksburg and Chancellorsville and see a map of the battles.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Write a summary of each battle and explain why the South was able to win these battles with many odds against them.

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

Time: 10 minutes

- Have students discuss the strengths of the South by giving examples of the South's leadership.

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

- Make questions from the reading and have the students answer them.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.) Use readings from the website on the Battles of Fredericksburg and Chancellorsville, maps of the battles, questions from the readings, pictures from the trip, computer, projector, and video clips from Streamline videos.

SAFETY/CONSIDERATIONS: none

ASSIGNMENT: design a political cartoon of these battles. Use both sides for the cartoon.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

DAILY LESSON PLAN

Plan No. 3

Name: Elizabeth F. Hopkins Date: June 12, 2008
Subject: 8th Grade US History Grade Level: 8
Unit of Study: Early American History Lesson Topic: The Early Settlement of Jamestown

INSTRUCTIONAL OBJECTIVES:

- Analyze the reasons that people in England were interested in founding a colony in America.
- Analyze why the colonists were not prepared for the hard work in order to survive.
- Explain what role Africans played in the settlement of Jamestown.

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

Time: 10 minutes

DO NOW: Read the passage and answer the questions on the handout sheet.

Define the following: indentured servants, head right system

Locate the following place on the map: Chesapeake Bay, James River, and Atlantic Ocean (have a map of Virginia and the coast on the smart board)

INSTRUCTION: (Procedure)

Time: 40 minutes

Discuss the DO NOW

Discuss the map activity and use the smart board to locate these places. Discuss why and why not the location of Jamestown was a good or bad decision. Show pictures of Jamestown from my trip and discuss how this settlement was alike or different from Charlesfort and San Miguel de Guadalupe.

Streamline video clips, "Moments in Time: Jamestown: Against All Odds" (20 minutes)

Read and discuss pages 60-66 in Call to Freedom and show the book: Jamestown Story in Pictures.

Look at the list of people who came to Jamestown. Discuss their professions and if they were qualified to work in their occupations at Jamestown.

Have students read the contract of an indentured servant.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Have students get in pairs and do the following activities:

Have students pick an indentured servant from the list and write a journal entry of their life and hardships in Jamestown. (1/2 page)

Have the student make 5 multiple choice questions with 4 choices (A,B,C, and D) from the video, reading, and discussions.

Have students answer the questions on the contract of an indentured servant.

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

Time: 10 minutes

Closing question: What was life like for the settlers of Jamestown?

Have a few students read their journal entries to the class.

Take up questions, scan them quickly and ask the class a few questions.

Give the students a question for them to think about for the next lesson: How did these people in Jamestown govern themselves?

Next lesson will be on the governing body of Jamestown which led to the House of Burgesses.

EVALUTION: (How will you measure the pupil progress? check to see if today's objectives were met?)

The will make observations of class participation with questioning from the reading, the video, questions, and map activity. Journal responses will be graded by a rubric.

EQUIPMENT/MATERILAS/MEDIA: (How used and appropriateness)

Streamline videos with projector, Call to Freedom, list of people from Jamestown with their occupation, and a reading with questions from Key Decisions in U.S. History. Map of the Jamestown area. All of these are appropriate for 8th grade.

SAFETY CONSIDERATIONS: None

ASSIGNMENT:

1. Why were indentured servants and enslaved Africans important for the colonial economy?

2. Why was it difficult for the English to obtain slaves from Africa?

AND decide one topic from the lesson on Jamestown you would like to learn more about. (This will be an assignment called, "I Want to Learn More". (One page with 5 new facts on Jamestown with a graphic)

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Name: Elizabeth F. Hopkins

Subject: U.S. History

Unit of Study: Early American History

Plan No: 4

Date: June 16, 2008

Grade Level: 8th

Lesson of Study: Mount Vernon

INSTRUCTIONAL OBJECTIVES:

- Examine the concept of civic virtues as written by George Washington, and how civic virtues foster democracy.
- Explore Mount Vernon's history and galleries

SET INDUCTION/INTRODUCTION: (How will you introduce today's lesson, focus, prepare, and stimulate learners.)

- I will read a short biography (1 page each) from the books: The Presidents of the United States of America and The First Ladies of the United States of America on George Washington and Martha Washington.
- What clues are given about the characters of George and Martha Washington from the readings?
- Define the following words and terms: good character, manners, civic virtue, and civic knowledge
- How did the Washington's show civic manners and good characters? Share and discuss the responses

Time: 10 minutes

INSTRUCTION: (Procedure)

Time: 50 minutes

- Show the "Streamline Video" on Mount Vernon: "The Life and Times of George Washington" Clips from the video on Mount Vernon. Ask the DO NOW questions again: What kind of people do you think the Washington's were? Give examples from the video.
- Give out copies of George Washington's speech: "Rules of Civility and Decent Behavior" with a partner and answer the following document questions: 1. When was this document written? 2. Where was this document written? 3. What was the purpose of this document? 4. Who wrote this document? 5. Who is the audience for this document? AND describe the writer's personally.
- Discuss what information is important to learn according to this document.
- Then get with a partner and
 - 1. List 4 of the rules
 - 2. Why do you think they are important?
- Tell the class George Washington believed in civic responsibility and decent behavior from all people.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Ask students the following questions: 1. How do these rules help a person have good character or civic virtues? 2. Why is it important for citizens to participate in a democratic society? 3. Why do civic virtues support a democracy? 3.

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

Time: _____

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

- Use the same questions from “Checking for Understanding” and the analysis of the 3 speeches from Washington. Check with using a scoring rubric.

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

Streamline video: Life and Times of George Washington

The First Ladies of the United States of America , The Presidents of the United States of America, copies for each student of Washington’s speeches, “ Rules of Civility and Decent Behavior”, “Farewell Address”, and “First Inaugural Address”.

SAFETY/CONSIDERATIONS: none

REFLECTION: (Student teacher’s analysis of lesson summary to improve the instructional process)

LESSON PLAN

Plan No. 5

Name: Elizabeth Hopkins Date: June 14, 2006
Subject: American History and S.C. History Grade Level: 8th grade
Unit of Study: American History Lesson of Study: The Bill of Rights-
U.S. Constitution #1

INSTRUCTIONAL OBJECTIVES:

- Discuss what are the Bill of Rights
- Discuss the freedoms in the Bill of Rights

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

Time: 10 minutes

Have students answer and discuss the following question.
What rights do you have as US citizens?

INSTRUCTION: (Procedure)

Time: 30 minutes

- Give each student a copy of the US Constitution and read aloud the US Constitution
- Discuss the Preamble and its meaning
- Discuss the vocabulary in the Bill of Rights

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- In pairs have each group paraphrase what each Amendment means
- Vocabulary worksheet of the terms of the US Constitution

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

Time: 5 minutes

How does the constitution divide our government into 3 branches?

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)
Check each groups paraphrase of the Bill of Rights and check vocabulary worksheet.

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

Copies of the US Constitution, vocabulary sheet, paper and pencils

SAFETY/CONSIDERATIONS:

None

ASSIGNMENT:

Have students read Articles I, II, and III. And be ready to discuss how our government is divided into 3 branches.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Plan No. 6

Name: Elizabeth Hopkins Date: June 14, 2006
Subject: American History and S.C. History Grade Level: 8th grade
Unit of Study: American History Lesson of Study: Independence Hall-
U.S. Constitution #2

INSTRUCTIONAL OBJECTIVES:

- Explore how and where the constitution was written
- Who wrote the constitution and what South Carolina people were involved

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

Time: 5 minutes

Who wrote the constitution and where was it written?

INSTRUCTION: (Procedure)

Time: 40 minutes

Show a Streamline video of the writing of the US Constitution. Read in Call to Freedom pages 196 in South Carolina, An American State

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Questions on page 201

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

Time: 5 minutes

Review facts of who wrote the constitution and where it was written.

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

Questions on page 201

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

Projector, computer, Call to Freedom, pictures from my trip, and SC textbook

SAFETY/CONSIDERATIONS:

None

ASSIGNMENT: Explore and find some facts on the writing of the constitution.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Plan No. 7

Name: Elizabeth Hopkins Date: June 14, 2006
Subject: American History and S.C. History Grade Level: 8th grade
Unit of Study: American History Lesson of Study: Independence Hall-
U.S. Constitution #3

INSTRUCTIONAL OBJECTIVES:

- Explore how the constitution was written
- Explore the parts of the constitution

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

Time: 5 minutes

How was the constitution written?

INSTRUCTION: (Procedure)

Time: 40 minutes

Show a Streamline video of the writing of the US Constitution. Read in Call to Freedom pages 196- 201.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Questions on page 201

Make a diagram of the 3 branches of government and show the qualifications for each member of the 3 branches. Show the checks and balances and duties in each branch.

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

Time: 5 minutes

Review facts the constitution

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

Diagram of the constitution and use a rubric to score

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

Projector, computer, Call to Freedom, pictures from my trip, SC textbook

SAFETY/CONSIDERATIONS:

None

ASSIGNMENT: Explore and find some facts on the writing of the constitution.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Name: Elizabeth Hopkins Plan No. 8
Date: June 15, 2008
Subject: US and SC History Grade Level: 8th grade
Unit of Study: American Revolution Lesson of Study: Valley Forge

INSTRUCTIONAL OBJECTIVES:

- discuss the importance of Valley Forge
- discuss how the soldiers suffered
- discuss the importance of Lafayette and the help from France
- discuss the importance of Baron Friedrich von Steuben and his contributions

SET INDUCTION/INTRODUCTION: (How will you introduce today's lesson, focus, prepare, and stimulate learners?) The teacher will read part of the novel Maniac McGee which dealt with Valley Forge. Question: Why do we remember Valley Forge and why was it important during the Revolutionary War?

Time: 10 minutes

INSTRUCTION: (Procedure)

Time: 40 minutes

- Read in *Call to Freedom* pages 170
- locate on a map where Valley Forge was located
- show pictures from the trip
- Discuss the conditions at Valley Forge during the winter of 1777-78.
- Discuss the importance of Baron Friedrich von Steuben and Marquis de Layette
- Show a Streamline video clip of Valley Forge

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Make a new travel brochure for Valley Forge. Have a map insert along with the history and pictures of Valley Forge.

CLOSURE/SUMMARY REVIEW: (How will you wrap-up today's lesson? reinforce, integrate learning, transition to next lesson?) Question: What other hardships did Washington's army have during the winter of 1777-78? This should lead into the lesson of Washington crossing the Delaware River and the Battle of Trenton.

Time: 5 minutes

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

Create the brochure and make 5 multiple choice questions on Valley Forge.

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

Computers, projector, and Smartboard; *Call to Freedom*; paper, colored pencils, notebook paper and pencil

SAFETY/CONSIDERATIONS: none

ASSIGNMENT: brochure on Valley Forge and 5 multiple choice questions

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Plan No.9

Name: Elizabeth F. Hopkins Date: June 15, 2008
Subject: The War of 1812 Grade Level: 8th
Unit of Study: American History Lesson of Study: Early American History

INSTRUCTIONAL OBJECTIVES:

- to understand the causes of the War of 1812
- to understand the outcome of the war
- to analysis how and why the U.S.A. changed because of the war

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

Time: 5 minutes

What is the history of "The Star Spangled Banner"? What inspired Francis Scott Key to write it and where was Scott when he wrote it?

INSTRUCTION: (Procedure)

Time: 40 minutes

Start with a map activity of the northeastern part of the U.S.A. Have students label parts of the map that have a connection with the War of 1812. Next show a power point on the Smart Board of the War of 1812. Have students take notes on the power point. Read and discuss the reading from Call to Freedom (pages 310- 313. Then read the selection on page 44 and 45 in the American Reader.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Have student define the terms and questions on page 315.

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

Time: 5 minutes

Discuss the reasons why U.S. trade declined in 1815 and why trade increased and what this trade increase did for the U.S. economy.

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

Check the terms and questions on page 315 in Call to Freedom.

EQUIPMENT/MATERIALS/MEDIA: (How used and appropriateness.) blank map of the U.S.A., Call to Freedom textbook, The American Reader (book) for the words to the National Anthem, power point of the War of 1812, Smart Board and projector, blank political cartoon, and post cards, brochures, and pictures of Fort McHenry.

SAFETY/CONSIDERATIONS:

Be careful of the cords from the projector.

ASSIGNMENT: Show examples of political cartoons. Draw a political cartoon on evaluating Jefferson's presidency from a Federalist point of view. Write one paragraph to explain the cartoon.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

LESSON PLAN

Plan No. 10

Name: Elizabeth Hopkins

Date: June 15, 2008

Subject: American and South Carolina History

Grade Level: 8th

Unit of Study: Slavery

Lesson of Study: Slavery in America

INSTRUCTIONAL OBJECTIVES:

- TSWBAT: explain where slaves came from and how they got to this country (the Middle Passage)
- TSWBAT: explain the Stono Rebellion and how this led to Slave Codes
- TSWBAT: analysis the bad vs. the good parts of Slave Codes.

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

Time: 5 minutes

Question: Why did slavery start in this country?

What was the continent of origin of slaves?

INSTRUCTION: (Procedure)

Time: 45 minutes

1. Define important vocabulary for today's lesson.
2. Watch a "Streamline Video" clip on slavery in America.
3. Read in Call to Freedom or South Carolina: Story of an American State the sections on slavery and discuss the material.
4. Read the "Slave Codes".
5. Read the blue passage of the Stone Rebellion and answer the teacher made questions.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Make a "T Chart" on Slave Codes good vs. bad codes
- Write a description of the Stono Rebellion and how the ending could have been changed
- Make a map of the Middle Passage and label all parts then write a brief description of the conditions on the slave ship

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

Time: 5 minutes

To close this lesson, do a Q & A session with the students.

EVALUTION: (How will you measure pupil progress? check to see if today's objectives were met?)

The teacher will check the maps, "T Charts", and descriptions of the Stono Rebellion.

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

Textbooks, computers, projector, blank maps, paper and pencils

SAFETY/CONSIDERATIONS:

None

ASSIGNMENT:

Write a one page report on 5 facts learn today about slavery. The paper must be neat and in paragraph form.

REFLECTION: (Student teacher's analysis of lesson summary to improve the instructional process)

