

Carolline Powell Lesson Plan #1

Social Studies Grade 3

Unit of Study: Understanding of Exploration and Settlement in South Carolina and United States

**Instructional Objective**3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)

**Set Induction/ Introduction:**

The teacher will explain that each Native American tribe had its own culture, governance and geographic location that helped the tribe to survive.

**Instruction:**

Following is a primary source which refers to the way the Powhatans in Virginia in the 1600s gathered food and built their shelters. The writer was Englishman William Strachey, who settled at Jamestown. This was written in 1609.

*They are like garden arbors, at best like our Shepard's cottages . . . of such young plants as they can pluck up. Bow and make the green tops meet together in fashion like a round roof, which they thatch with mats thrown over. The walls are made with barks of trees . . . In the midst of the house there is a louver out of which the smoke issueth, the fire being kept right under. Every house has two doors, one before and a postern; the doors be hung with mats, never locked nor bolted, but only those mats be to turn up or let fall at pleasure. And their houses are commonly so placed under covert of trees that the violence of foul weather, snow or rain cannot assault them, Nor the sun in summer annoy them. About their houses they have commonly square plots of cleared ground which serve them for gardens, some 100, some 200 foot square, wherein they sow their tobacco, pumions, and a fruit like into a muskmillion . . . They plant also the field apple, the maracock—a wild fruit like a kind of pomegranate which increaseth infinitely and ripens in August, continuing unto the end of October when all other fruits be gathered. But they sow neither herb, flower, nor any other kind of fruit. They neither do impale for deer nor breed cattle, nor bring up tame poultry, albeit they have great store of turkeys; nor keep birds, squirrels, nor tame partridges, swan, duck, nor geese. In March they live much upon their weirs and feed on fish, turkeys, squirrels, and then, as also in May they plant their fields and set their corn, and live after those months most off acorns, walnuts, chestnuts, chechinquamins, and fish.*

*In June, July, and August they feed upon the roots of tockohow berries, groundnuts. Fish, and green wheat, and sometime upon a kind of serpent, or great snake, of which our people like to eat.*

As a whole group, read and discuss each paragraph.

### **Checking for Understanding:**

Work in teams, and discuss the different sections in the primary source. Read the material first, and underline the parts you think you need more information about to help you understand it. You can work together to decide what these entries mean. Then you can work individually to answer the following questions:

1. Describe in your own words what the Native houses looked like. Did the house of the Cherokee, Catawba, and Yemassee Indians look the same?
2. Using your imagination, how do you think these houses were different from the English houses?
3. How did the Native Americans supply themselves with food?
4. Do you think this was different than the way the settlers supplied themselves with food?
5. Do you think the Cherokee, Catawba, and Yemassee Indians supplied themselves in the same way?

### **Closure/Summary Review**

As a class each group will reveal their answers and we will discuss.

### **Evaluation:**

Group work and class discussion

### **Materials**

Pencil, paper and primary source copy

### **Safety Considerations**

Each group as appropriate work space

### SAMPLE DAILY LESSON PLAN

Name: \_\_\_\_\_Carolline Powell\_\_\_\_\_ Date: \_June 9-16\_\_\_\_\_ Plan No.: \_\_2\_\_

Subject: \_\_\_Writing/Social Studies\_\_\_\_\_ Grade Level: \_\_\_3\_\_

Unit of Study: \_\_\_\_\_Revolutionary War\_ Lesson Topic: \_\_\_\_\_Journal Writing\_\_\_\_\_

INSTRUCTIONAL OBJECTIVES:

The student will be able to write multiple paragraphs on the same topic. The student will understand the characteristics of journal writing.

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

Time:   5  

What are sacrifices that all soldiers must endure during a battle? What are some ways that a soldier may cope with battle stress?

INSTRUCTION: (Procedure)

Time:   25  

1. Show slide show of pictures of soldiers at the Battle of Yorktown, Battle of Cowpens, and the Battle of Kings Mountains during the Revolutionary war.
2. Share a journal from a soldier during the Battle of Yorktown.
3. Go over the writing features of a journal. (1<sup>st</sup> person pt of view, date, personal thoughts)
4. Ask students to imagine they are a soldier during one of these Revolutionary Battles.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

5. Have the students to write a journal entry as if they are a soldier during one of the above Revolutionary Battles.

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

Time:           5          

6. Have each student to share journal entry with class.

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

Collect entries and see that each student wrote in the 1<sup>st</sup> person pt of view and that personal thoughts and observations were included

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

Computer, projector, battle pictures, paper pencil , examples of actual soldier journals

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

Journal entry

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: \_\_\_Carolline Powell\_\_\_\_\_ Date: \_June 8-16, 2008\_\_\_\_\_ Plan No.: \_\_\_3\_\_\_

Subject: \_\_\_Social Studies\_\_\_\_\_ Grade Level: \_\_\_\_\_3\_\_\_\_\_

Unit of Study: \_Revolutionary War\_\_\_\_\_ Lesson Topic: \_\_\_Key leaders\_\_\_

INSTRUCTIONAL OBJECTIVES:

3-3.1 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their partisan warfare (Thomas Sumter, Andrew Pickens, and Francis Marion)

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

Time: \_\_\_\_\_5\_\_\_\_\_

What are some key conflicts that a military leader might face when leading a troop in a war?

INSTRUCTION: (Procedure)

Time: \_\_\_\_\_45\_\_\_\_\_

1. After discussing some key conflicts that military leaders might face when leading a troop in war, the teacher will ask if any of the students know who Douglas Macarthur is and any conflicts he faced.
2. The teacher will then show a power point of the conflicts that Macarthur faced.
3. After showing the power point, the students will be told that they will be researching an American Revolutionary War leader in groups and will create their own power point on the key conflicts each faced and their partisan warfare.
4. The teacher will explain that in the power point they must include at least three key conflicts and three facts about their partisan warfare.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

5. The groups will pick one of the following leaders; Thomas Sumter, Andrew Pickens, or Francis Marion to research and create a power point including three key conflicts and three facts about their partisan warfare.

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

Time: \_\_\_\_\_15\_\_\_\_\_

5. The groups will share their power points and the teacher will keep a running list of all the conflicts each leader faced and characteristics of each leader's style.
6. After each group had shared the teacher will review over all the conflict faced.

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

Power point presentation

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

Projector, websites on three key leaders, books on key leaders, computer, paper, pencils

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

See procedures

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: Carolline Powell Date: June 8-16, 2008 Plan No.: 4

Subject: Social Studies Grade Level: 3

Unit of Study: American Revolution Lesson Topic: causes of the revolution

INSTRUCTIONAL OBJECTIVES:

3-3.1 Analyze the causes of the American Revolution-including Britain's passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists and the Declaration of Independence- and South Carolina's role in these events.

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

Time: \_\_\_\_\_5\_\_\_\_\_

As the kids come into the classroom, I will let them know that the kindergarten teacher would like to take her kids on a field trip and is requesting that every child in the school pay five dollars to pay for the trip. The class will discuss if this is fair or not.

INSTRUCTION: (Procedure

Time: \_\_\_\_\_20\_\_\_\_\_

1. After discussion, I will tell the students that the way they felt is exactly how the colonist felt when Britain began to pass acts and continue to collect taxes that did not benefit the colonist themselves.
2. I will then show them a video clip of from Colonial Williamsburg of the colonist discussing their reactions to the passage of the Tea Act, and the Intolerable Act and the rebellion that they were planning.
3. The students in groups will then be asked to discuss if South Carolina colonist would have felt the same about the passage of the above acts and if they would also rebel.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

4. The students then would have to create a skit of the South Carolina colonist response to the passage of the acts and how it led to the revolution. They may use resources available in class to gather information.

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

Time: \_\_\_\_\_15\_\_\_\_\_

The students will present skits to the class and teacher review over the causes of the American Revolution.

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

Informal evaluation of skits

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

Video clip of colonial Williamsburg reenactment, books on South Carolina colonist

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

Workbook pg 31 in ss workbook

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: \_\_Carolline Powell\_\_\_\_\_ Date: \_June 8-June 16, 2008 Plan No.: \_\_5\_\_

Subject: \_\_Social Studies\_\_\_\_\_ Grade Level: \_\_\_\_\_3\_\_\_\_\_

Unit of Study: \_\_Civil War \_Topic: Course of the Civil War\_

INSTRUCTIONAL OBJECTIVES:

3-4.4 Outline the course of the Civil War and South Carolina's role in significant events including the Secession Convention, the firing on Fort Sumter, the Union Blockade of Charleston, and Sherman's march through South Carolina.

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

Time: \_\_\_\_\_5\_\_\_\_\_

What was South Carolina's role in the Civil War?

What is a Civil War?

INSTRUCTION: (Procedure)

Time: \_\_\_\_\_30\_\_\_\_\_

1. The teacher will tell the students that today they will be making a timeline of the course of the Civil War and South Carolina's role in significant events including the Secession Convention, the firing on Fort Sumter, the Union Blockade of Charleston, and Sherman's march through South Carolina.
2. The teacher will then make a model of making a timeline using the Battle of Fredericksburg.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

3. The teacher will then put the students in groups where they will create a timeline on butcher paper with all of the features from the objective using resources supplied to them.

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

Time: \_\_\_\_\_10\_\_\_\_\_

4. Each group will present timeline and teacher will review topic
5. EVALUATION: (How did you measure pupil progress? Check to see if today's objectives were met?)

Formal evaluation of timeline

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

Butcher paper, markers to make timeline

Resource books on the Civil War in South Carolina

SAFETY CONSIDERATIONS:

Workspace

ASSIGNMENT:

Workbook page 54

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: \_\_\_Carolline Powell\_\_\_\_\_ Date: \_June 8-16, 2008\_\_ Plan No.: \_\_\_6\_\_\_\_\_

Subject: \_\_Social Studies\_\_\_\_\_ Grade Level: \_\_\_\_\_3\_\_\_\_\_

Unit of Study: \_Events that led to the Civil War Lesson Topic: \_elite whites and enslaved blacks\_

INSTRUCTIONAL OBJECTIVES:

3-4.1 Compare the conditions of daily life for various classes of people including the elite and enslaved African Americans

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

Time: \_\_\_\_\_5\_\_\_\_\_

Describe what your house looks like and what you do daily. What determines what type of house you live in and what you do daily?

INSTRUCTION: (Procedure)

Time: \_\_\_\_\_30\_\_\_\_\_

1. Show the students photos of Mt Vernon to include the estate house of George Washington and the slave quarters.
2. Have the students to point out differences of the two houses.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

3. Place the students in pairs and ask each group to complete a venn diagram comparing the slave quarters and estate house of Mt. Vernon after reviewing the photos and the supplies reference books. Include in the diagram what type of work the slaves would do daily and what type of work the members of the Washington family and other elites would do. Must include at least 5 differences and three similarities

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

Time: \_\_\_\_\_10\_\_\_\_\_

4. The students will share their Venn diagrams with the class and the teacher will review differences in two classes.

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

Formal evaluation of Venn diagrams

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

Pictures of estate of Mt Vernon and slave quarters

Reference books on Mt. Vernon, slave life and elite life

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

Venn diagram

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

Name: \_Carolline Powell\_\_\_\_\_ Date: \_June 8-16, 2008\_\_\_\_\_ Plan No.: \_7\_\_\_\_\_

Subject: \_\_\_\_Social Studies\_\_\_\_\_ Grade Level: \_\_\_\_3\_\_\_\_\_

Unit of Study: \_\_\_\_Civil War\_\_\_\_\_ Lesson Topic: \_\_\_\_Fort Sumter\_\_\_\_\_

INSTRUCTIONAL OBJECTIVES:

Compare the layout and firing of Ft. McHenry and Ft. Sumter

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

Time: \_\_\_\_\_ 5 \_\_\_\_\_

What is a fort? How does a fort protect people?

INSTRUCTION: (Procedure)

Time: \_\_\_\_\_ 30 \_\_\_\_\_

1. After discussing above questions the teacher will show a picture of Ft. McHenry to the students. The students will then make a list of the features of Ft McHenry that allowed it to provide protection to the soldiers.
2. The students will then listen to the teacher as she/he reads aloud an excerpt describing the firing of ft McHenry.
3. The teacher will then show a picture of Ft. Sumter to the students. The students will then make a list of the features of Ft. Sumter that allowed it to provide protection to the soldiers.
4. The students will then listen to the teacher read aloud an excerpt describing the firing of Ft. Sumter

FOR UNDERSTANDING: (Supervised and independent practice)

5. The students will then review their list and create a venn diagram comparing the layout and firing of Ft. McHenry and Ft. Sumter. Including at least three similarities and three differences

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

Time: \_\_\_\_\_ 10 \_\_\_\_\_

5. Sharing of venn diagrams and review of similarities and differnces

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

Formal evaluation of Venn diagram

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

Read aloud on Ft. McHenry and Ft. Sumter

Venn diagram

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

Venn diagram

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: Carolline Powell Date: June 8-16, 2008 Plan No.: 8

Subject: Social Studies Grade Level: 3

Unit of Study: Maps and physical features South Carolina Lesson Topic: maps and physical features

INSTRUCTIONAL OBJECTIVES:

Identify on a map the location and characteristics of significant physical features of South Carolina regions

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

Time: \_\_\_\_\_5\_\_\_\_\_

What is a physical feature? What are some examples?

INSTRUCTION: (Procedure)

Time: \_\_\_\_30\_\_\_\_\_

1. The teacher will provide the students with a map of Valley Forge and ask them to identify significant physical features of Valley Forge.
2. The teacher will then put the students in groups and supply them with resource books on 6 regions of SC.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

3. The students will then be given a map of South Carolina and they will have to label the six regions and draw in the physical features of each region.

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

Time: \_\_\_\_10\_\_\_\_\_

4. Sharing of maps and review of the significant physical features of each region.

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

Formal evaluation of maps

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

Books on six regions, maps of SC, map of Valley Forge,

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

maps

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: Carolline Powell Date: June 8-16, 2008 Plan No.: 9

Subject: Social Studies Grade Level: 3

Unit of Study: Maps and physical features Lesson Topic: river systems

INSTRUCTIONAL OBJECTIVES:

Identify on a map the location and characteristics of significant physical features of South Carolina (river systems Pee Dee, Santee, Edisto, and Savannah River)

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

Time: 5\_\_\_\_\_

What is a physical feature? What are some examples?

INSTRUCTION: (Procedure)

Time: \_\_\_\_30\_\_\_\_\_

1. The teacher will read aloud a book on Washington's crossing and will ask the students to identify on a map physical features of the Delaware River.
2. The teacher will then explain to the students that South Carolina also has many important river systems to include the Pee Dee, Santee, Edisto, and Savannah River
3. The teacher will then give each student a copy of a map of South Carolina that includes the major river basins. The students will study the maps and identify the basins.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

4. The students will then be given a blank map of Sc and will have to label to river basins on the map.

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

Time: \_\_\_\_\_10\_\_\_\_\_

5. Sharing of maps review of locations of each river basin

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

Formal assessment of maps

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

Read aloud of Washington's crossing, map of SC , blank map of SC

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

LABELING OF MAP

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: \_\_\_\_\_Carolline Powell\_\_\_\_\_Date: \_\_\_\_\_June 8-16, 2008\_\_\_\_\_ Plan No.:\_\_\_\_\_10\_\_\_\_\_

Subject: \_\_\_\_\_Social Studies\_\_\_\_\_ Grade Level: \_\_\_\_\_3\_\_\_\_\_

Unit of Study: \_\_\_\_\_Citizenship\_\_\_\_\_ Lesson Topic: \_\_\_\_\_Constitution\_\_\_\_\_

INSTRUCTIONAL OBJECTIVES:

3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation

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

Time: \_\_\_\_\_5\_\_\_\_\_

What is your responsibility as a citizen of the United States and what ensures your rights?

INSTRUCTION: (Procedure)

Time: \_\_\_\_\_30\_\_\_\_\_

1. After discussing the introduction questions, we will watch a streamline video on the Constitution of The United States.
2. We will then discuss how the constitution defines our rights and that has productive citizen we must strive to protect our rights.
3. We will then list on the board rights that we have today and responsibilities that we have today to protect these rights

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

4. From the ideas on the board and class discussion the students will write a paragraph summarizing the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation.

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

Time: \_\_\_\_\_10\_\_\_\_\_

The students will share paragraphs

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

Assessment of summaries

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

Streamline video, books on citizenships

SAFETY CONSIDERATIONS:

Work space

ASSIGNMENT:

Summary

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