

Subject: Social StudiesGrade Level: Grade 4Unit of Study: Building a New Nation Lesson Topic: Articles of Confederation vs. U.S. ConstitutionINSTRUCTIONAL OBJECTIVES:**Standard 4-4:** The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.**Indicator 4-4.1:** Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in the national congress.SET INDUCTION/INTRODUCTION: (How will you introduce today's lesson? Focus, prepare, stimulate learners?)Time: 10 minutes

Review key points of the Articles of Confederation. Have student copy onto chart previously handed out.

Articles of Confederation	
Levying taxes	Congress could request states to pay taxes
Federal courts	No system of federal courts
Regulation of trade	No provision to regulate interstate trade
Executive	No executive with power. President of U.S. merely presided over Congress
Amending document	13/13 needed to amend Articles
Representation of states	Each state received 1 vote regardless of size
Raising an army	Congress could not draft troops, dependent on states to contribute forces
Interstate commerce	No control of trade between states
Disputes between states	Complicated system of arbitration
Sovereignty	Sovereignty resides in states
Passing laws	9/13 needed to approve legislation

INSTRUCTION: (Procedure)Time: 50 minutes

1. Explain that the Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.
2. Explain that the federal system of government is a system that divides governmental powers between national government and the governments of the states.

3. Explain that the Constitution is the document that establishes the basic principles of the American government.
4. Discuss with students that the Constitution is the highest law in the United States. All other laws come from the Constitution. It says how the government works. It creates the President, Congress, and the Supreme Court. Each state also has a constitution. The constitutions of the states are their highest law for that state. But the United States Constitution is higher.
5. Provide students with major points of the US Constitution.

US Constitution	
Levying taxes	Congress has right to levy taxes on individuals
Federal courts	Court system created to deal with issues between citizens, states
Regulation of trade	Congress has right to regulate trade between states
Executive	Executive branch headed by President who chooses Cabinet and has checks on power of judiciary and legislature
Amending document	2/3 of both houses of Congress plus 3/4 of state legislatures or national convention
Representation of states	Upper house (Senate) with 2 votes; lower house (House of Representatives) based on population
Raising an army	Congress can raise an army to deal with military situations
Interstate commerce	Interstate commerce controlled by Congress
Disputes between states	Federal court system to handle disputes
Sovereignty	Constitution the supreme law of the land
Passing laws	50%+1 of both houses plus signature of President

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- List major points of Constitution and the Articles Of Confederation correctly on graphic organizer
- Create a Venn Diagram to Compare and Contrast the Constitution and the Articles Of Confederation

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

Time: 5 minutes

Explain the purpose of the Articles of Confederation and the Constitution.

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

1. Rubric for Venn Diagram: Compare and Contrast the Constitution and the Articles Of Confederation

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

- Articles of Confederation and Constitution Comparison Chart
- Venn Diagram Template

SAFETY CONSIDERATIONS:

N/A

ASSIGNMENT:

Create a poster to show the similarities and differences of the Constitution and the Articles of Confederation.

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

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies

Grade Level: 4th Grade

Unit of Study: American Revolution Lesson Topic: Colonies Against England

INSTRUCTIONAL OBJECTIVES:

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicator 4-3.1: 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, 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

Review: Ask students what steps did England take to increase control over its colonies and why did many colonists become dissatisfied with England's control over the colonies.

INSTRUCTION: (Procedure)

Time: 55 minutes

1. Explain that as England expanded control over the American colonies, many colonists became dissatisfied and rebellious.
 - England's reasons for England's reasons for control:
 - England desired to remain a world power.
 - England imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.
 - England's reasons for taxation:
 - To help finance the French and Indian War
 - To help maintain English troops in the colonies control and taxation.
2. Provide information on the following events leading to the American Revolution
 - The Sugar Act
 - The Stamp Act
 - French & Indian War
 - The Townshend Acts
 - The Boston Massacre
 - The Boston Tea Party
3. Students should create an illustrated timeline of the major events leading to the American Revolution

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

1. Illustrated Timeline
2. Quiz

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

Time: 5 minutes

- Review the sources of colonial dissatisfaction that included the following:
 - Colonies had no representation in Parliament.
 - Some colonists resented power of colonial governors.
 - England wanted strict control over colonial legislatures.
 - Colonies opposed taxes.
 - The Proclamation of 1763 hampered the western movement of settlers.

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

- Rubric for accuracy in completion of illustrated timeline
- Quiz

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

- Timeline Template
- Textbook

SAFETY CONSIDERATIONS:

- Not applicable

ASSIGNMENT:

- Illustrated Timeline

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

Name: Carrie HofflerDate: June 20Subject: Social StudiesLevel: Fourth GradeUnit of Study: European Settlement of the New World Lesson Topic: Compare and Contrast life in the Thirteen ColoniesINSTRUCTIONAL OBJECTIVES:

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

Indicators:

- 4-2.3** 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 opportunity.
- 4-2.4** Compare the European settlements in North America in terms of their Economic activities, religious emphasis, government, and lifestyles

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

Time: 1 minute

Have you ever wondered what life was like during the colonial days? Do you think life then was easier or harder than life today? Well today we are going to learn about the earliest colonies. First, we will look at a map of the United States, identify and learn where the thirteen colonies are located. Next, you will label the colonies and indicate the three regions- New England, Middle Atlantic, and Southern - on a map. Finally, you will compare and contrast the economy, government, and lifestyles of the European settlements in North America.

INSTRUCTION: (Procedure)

Time: 50 minutes

- Tell the students that they are now going to look at the locations of the colonies in the New World.
- Explain to the students that the colonies can be divided by the region of the Atlantic coast in which they are located.
- Tell the students that the New England colonies were made up of Massachusetts, New Hampshire, Connecticut, and Rhode Island.
- Tell the students that the Middle Atlantic colonies were made up of New York, New Jersey, Delaware, and Pennsylvania.
- Tell the students that the Southern colonies were made up of Virginia, Maryland, North Carolina, South Carolina, and Georgia.
- The teacher will introduce the early colonial settlements by pointing out the 13 colonies on a map of the United States.
- The teacher will distribute a blank United States map to each student.

- The teacher will copy the map onto an overhead and fill in the information as the students follow along on their own map.
- After the map is labeled the teacher will begin a discussion on life in the colonies.
- Students will organize the following background information on each region on a concept map:

New England

- Geography and climate
 - Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline
 - Moderate summers, cold winters
- Economy
 - Fishing, shipbuilding industry and naval supplies, trade and port cities
 - Skilled craftsmen, shopkeepers
- Social life
 - Village and church as center of life
 - Religious reformers and separatists
- Political and civic life
 - Town meetings

Mid-Atlantic

- Geography and climate
 - Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands
 - Moderate climate
- Economy
 - Livestock and grain, trading
 - Unskilled and skilled workers and fishermen
- Social life
 - Villages and cities
 - Varied and diverse lifestyles
 - Diverse religions
 - Political and civic life
 - Market towns

South

- Geography and climate
 - Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers
 - Humid climate
- Economy
 - Large farms/plantations, cash crops, wood products, small farms
 - Slavery
- Social life
 - Plantations (slavery), mansions, indentured servants, few cities, few schools
 - Church of England
- Political and civic life
 - Counties

Life in the English Colonies

I. The Demand for Labor

- The large plantations of the Southern colonies required many laborers.
- In the early 1600s, the need for labor in the South was filled by indentured servants.
- By the early 1700s, however, slaves from Africa had become the major source of labor on Southern plantations.

II. Regional Differences

- New England farms were much smaller than Southern plantations, producing just enough food for their own support.
- Farms in the Middle Colonies enjoyed good soil and climate and were able to produce more than just what the farmer needed.
- Tobacco, rice, and indigo were grown on large plantations along the coast of the Southern colonies, while farms in the backcountry were subsistence only.

III. Patterns of Colonial Life

- Port cities like Boston, Newport, New York, Philadelphia and Charleston were the centers of trade, transportation, and communication in the colonies.
- Away from the seacoast, colonial taverns served the same functions of the port city.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Review the map on the of the Thirteen Colonies with students
- Teacher will distribute the 13 Colonies Map/Quiz
- Students will complete the quiz independently and then review the questions orally with the class.
- Teacher will assist students in the completion of a Venn Diagram Comparing two of the three regions. The students will complete the Diagram independently.

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

Time: 10 minutes

- Review lesson focus/objectives
 - Location of original 13 colonies
 - Life in the New England, Middle Atlantic, and Southern Colonies
- Write a journal entry on what was learned in class

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

- Accuracy in labeling the colonies and regions
- Success in completion of the 13 Colonies Map/Quiz
- Accuracy in completing the Venn Diagram Comparing Two Regions
- Rubric for foldable booklet

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

- Blank outline maps of the United States
- Transparency of the map of the United States
- Overhead projector
- Map of Thirteen Original Colonies Quiz
- Rubric for foldable booklet

SAFETY CONSIDERATIONS:

None

ASSIGNMENT:

Create a foldable booklet for one of the regions. The booklet is to include a map with your region shaded and information on each subtitle - *Geography and Climate, Economy, Social Life, and Political and Civic Life*. Write descriptions and/or draw pictures to show the details about each subtitle.

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

Name: Carrie HofflerDate: June 2008Subject: Social StudiesGrade Level: 4th GradeUnit of Study: War of 1812Lesson Topic: Baltimore's Role - Fort McHenryINSTRUCTIONAL OBJECTIVES:

Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Indicator 4-4.4: Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.

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

Time: 10 minutes

Students will locate and label the following places on a backline outline map of the World: Atlantic Ocean, Caribbean Sea, Chesapeake Bay, Baltimore, Great Britain, and Gulf Stream

Draw a route that ships could have taken to get from the Caribbean Sea to Great Britain

INSTRUCTION: (Procedure)

Time: 50 minutes

I. Student will define the following terms:

1. blockade
2. confiscate
3. neutral
4. embargo
5. Treaty of Ghent
6. impressment

II. Baltimore -

Baltimore was a fast growing harbor city. In the city, many of the men worked at skilled jobs such as sail maker, ironworkers, shipwrights and merchants. Successful shipbuilding and the city's central location for trade helped to make Baltimore an important international seaport.

III. Introduce the causes of the War of 1812 (5 main)

Independence & Expansion

1. The United States had won its independence from Britain with the American Revolution, but the British never left.
2. Many Americans wanted to expand beyond the borders they had won with their independence.

3. Indian uprisings in the northwestern territories were making American settlers angry and frightened... and some dead

British-French Wars

Great Britain and France were at war from 1793 to 1801. Then they had a couple brief years of truce, or peace, before going back to war in 1803 with the Napoleonic Wars. These wars had a big effect on the United States.

First, the fighting nations would not trade with each other, but both nations still needed supplies. The United States was able to trade with both, as a neutral power, bringing income to United States merchants. With the growth of American exports, the United States began to prosper.

But this prosperity didn't come without a price. As the French and the British continued to fight, each one tried to find new ways of weakening their enemy. In 1806 the French issued a blockade, or stop, to all British trade in Europe. In answer to this blockade, the British issued their own, a blockade of France from **all** trade.

4. Caught in the middle, many American ships were seized, or taken, by both the British and the French, for violating these blockades. This made many American merchants very angry, and it hurt American trade with the loss of transportation and goods.

Impressment of American Sailors

5. The British also began stopping American vessels to look for British Navy deserters. American-born sailors were taken and forced into serving Great Britain. Between 1803 and 1812, thousands of American-born sailors were impressed to serve in the British Navy.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

1. Students will accurately define each vocabulary term.
2. Explain why the Europeans wanted to take Baltimore.

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

Time: 5 minutes

- Write a journal entry - describing the five main reasons for the War 1812.

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

- Quiz on the War of 1812- the Battle of Baltimore

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

- backline outline map of the World
- markers
- journals
- pencil/pen
- Quiz on War 1812

SAFETY CONSIDERATIONS:

N/A

ASSIGNMENT:

- Use Inspiration to create a web on the causes of The War of 1812.

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

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies

Grade Level: Fourth Grade

Unit of Study: American Revolutionary Period Lesson Topic: Franklin, the "Renaissance Man"

INSTRUCTIONAL OBJECTIVES:

Social Studies

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicator 4-3.2: 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.

English Language Arts

Standard 4-6: The student will access and use information from a variety of sources.

Indicator 4-6.3: Organize information by classifying or sequencing.

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

Time:

Ask students what they know about Benjamin Franklin. Record their responses on the board. Guide the discussion to point out that Franklin was a man of many accomplishments -- a printer, a writer, a philosopher, a scientist, an inventor, a musician, a statesman, and an economist. Tell students they will be learning more about the life and accomplishments of Benjamin Franklin.

INSTRUCTION: (Procedure)

Time: 15 minutes

1. Divide students into seven groups. Assign each group one area of Franklin's life to research: printing, science and technology, philosophy, music, writing, economics, or politics. Distribute the Benjamin Franklin Research Worksheet to help them record the findings of their research.
2. Students should keep detailed notes from the different sources they use to research their topics. After students have completed their worksheets, explain that they will be using the information they gathered to make an illustrated timeline.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Review procedures for note taking
- Frequent checks on students progress in collecting research
- Reteach/review procedures for creating timeline

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

Time: 10 minutes

Journal Entry: What was Franklin's most important accomplishment? Explain why.

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

- Benjamin Franklin Research Worksheet
- Timeline Rubric
- Group Participation Rubric

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

- Textbooks
- Library and other reference books
- Computers with internet access
- Benjamin Franklin Research Worksheet
- Timeline Template

SAFETY CONSIDERATIONS:

- Pre-approved list for internet search

ASSIGNMENT: Students will create an illustrated timeline of Benjamin Franklin's life.

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

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies - South Carolina History

Grade Level: 8th Grade

Unit of Study: Reconstruction

Lesson Topic: Not So Free

INSTRUCTIONAL OBJECTIVES:

Standard 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Indicator 8-4.4: Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education.

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

Time: 5 minutes

On the overhead projector, display *the Freedmen's Bureau*, Political Cartoon.

- Lead discussion on what the cartoon is portraying. Is the South supportive of the North's plan to establish and protect the rights of the newly freed slaves?

INSTRUCTION: (Procedure)

Time: 50 minutes

1. Hand out a copy of the major features of SC Black Codes. Read and explain each feature. Complete a graphic organizer on the major features. Check to make students understand the role of Black Codes in gaining political freedom for freedmen.
2. Distribute Activity Sheet for Reconstruction Amendments and copies of the thirteenth, Fourteenth, and Fifteenth Amendments
 - Read and examine each Amendment. Place a transparency of the activity on the overhead. Work with students to answer questions for each amendment. Write the agreed upon answer on the transparency. Have students copy information on their activity sheet for the remaining Reconstruction Amendments.
3. Short lesson on the scalawags and carpetbaggers. Complete Support of Reconstruction Societal Groups Handout.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Student to complete Activity Sheet for Reconstruction Amendments
 - Guided/supervised practice with Amendment 13
 - Independent practice with Amendments 14 and 15
- Student to complete Support of Reconstruction Societal Groups Handout.

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

Time: 5 minutes

Student will write in journal, a response to the essential question: How effective was Reconstruction in improving political equality for African Americans?

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

- Completion of Reconstruction Amendments Activity Sheet
- Support of Reconstruction Societal Groups
- Summary of Black Codes

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

- Copies of Thirteenth, Fourteenth, and Fifteenth Amendments
- Copy of South Carolina Black Codes
- Activity Sheet for Reconstruction Amendments
- Transparency of the Freedmen's Bureau
- Copy of the major features of South Carolina Black Codes
- Summary of SC Black Codes
- Support of Reconstruction Societal Groups
- Test on Reconstruction

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT: Study notes and handouts for test on Reconstruction Unit.

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

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies

Grade Level: 8th Grade

Unit of Study: Reconstruction

Lesson Topic: Slave to Sharecropper

INSTRUCTIONAL OBJECTIVES:

Standard 8-4 Student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Indicator 8-4.4: Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education.

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

Time: 10 minutes

Introduce key terms. Students will write the description for each term in their notebooks.

- Reconstruction
- Sharecropping
- Tenant farming
- Freedmen's bureau
- Contract

INSTRUCTION: (Procedure)

Time: 50 minutes

1. Hand out copies of "The Freedmen's Bureau Graphic Organizer" to students.
2. On the overhead projector, display the picture of ex-slaves sitting in front of cabin. Ask students to think about freedoms and rights denied the slaves. With teacher led strategy, teacher will write responses on the whiteboard. Have students record the answers in the section titled "what former slaves wanted with their freedom" on their copy of "The Freedmen's Bureau Graphic Organizer." Such answers include: freedom to go where they wanted to, to earn enough money to support family, to get an education, and to own their land.

3. The teacher will provide information on job opportunities available for freedmen. Give short informational session on sharecropping and tenant farming. Explain the Sharecropping Cycle of Poverty transparency on the overhead.
4. On the overhead display the "Freedmen's Bureau" political cartoon transparency.
 - Ask students to describe the characters in the cartoon. Help student to correctly identify and understand what the cartoon is depicting.
 - Explain that angry white southerners with raising their fists and knives are on the left. Angry newly freed slaves, on the right, are holding rifles and bayonets. The military officer, in the middle, represents the Freedmen's Bureau. Tell students that the Freedmen's Bureau was established to help former slaves adjust to being free.
5. Hand out a copy of "The Freedmen's Bureau Act of 1865." Use the modified version, if students are below grade level readers. Read and have students highlight goals of the Act. The teacher will write the correct responses on the whiteboard. Students will complete the second section of "The Freedmen's Bureau Graphic Organizer."

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Fill in The Freedmen's Bureau Graphic Organizer
- Summarize/explain sharecropping cycle

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

Time: 5 minutes

Answer Essential Question in journal - Did Reconstruction change the economic status of newly freed slaves? Support your answer.

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

- Completion of The Freedmen's Bureau Graphic Organizer
- Draw Sharecropping Cycle
- Test (to be administered after Lesson "Not So Free")

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

- Glossary of Terms
- Sharecropping Cycle of Poverty Handout
- Sharecropping and the Cycle of Debt Handout
- Picture of *Ex-slaves sitting in front of a cabin*
- Photocopies of *The Freedmen's Bureau Act of 1865* (Modified for differentiated instruction)
- The Freedmen's Bureau Graphic Organizer
- Copy of: *The Freedmen's Bureau Political Cartoon*

- Highlighters
- Overhead Projector

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT:

Study notes for quiz.

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

Lesson Plan
#8

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies

Grade Level: 4th Grade

Unit of Study: English Settlement in the New World Topic: The Jamestown Colony

INSTRUCTIONAL OBJECTIVES:

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

Indicator 4-2.3: 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 opportunity.

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

Time: 10 minutes

1. Remind the students that England wanted to establish an American colony
 - to increase her wealth and power
 - to find silver and gold
 - An American settlement would furnish raw materials that could not be grown or obtained in England while opening new markets for trade.
2. Ask the students the following question, "Why would people in England want to come to Virginia to settle?" Write responses on the board.

INSTRUCTION: (Procedure)

Time: 45 minutes

- Tell the class that when English settlers came to the New World in 1607, Jamestown was on a narrow peninsula bordered by the James River on three sides. Display a transparency of a map of colonial Virginia on the overhead to show the location of Colonial Jamestown.
- Give the reasons why the English chose Jamestown.
 1. the location could be easily defended from attack by sea from the Spanish
 2. the water along the shore was deep enough for ships to dock
 3. settlers believed they had a good supply of fresh water

- Say that the King of England granted charters allowing settlement in North America.
 - Charters of the Virginia Company of London
 - first charter established companies to begin colonies in the New World
 - gave the Virginia Company the right to establish a settlement in North America
 - extended English rights to the colonists.

Show copies of Jamestown charters at
http://jamestowne.org/Jamestowne_Society_Charters.htm

- Explain to students that as Jamestown grew, a system of government was necessary
 - In 1619, the governor of Virginia called a meeting of the Virginia Assembly, which included
 - the governor
 - the Governor's council
 - Burgesses
 - two citizen representatives from each of the division of VA
 - only adult white men were considered citizens
 - representatives could vote
 - By the 1640's, the Burgesses became a separate legislative body
 - called the Virginia House of Burgesses
 - first elected legislative body in America
 - gave settlers the opportunity to control their own government
 - two citizen representatives from each of the division of VA
 - only adult white men were considered citizens
 - representatives could vote
 - continues to this day as Virginia's governing body
- Teacher will work with student to start Venn Diagram Compare and Contrast Early Government in Jamestown

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Explain why the English chose to come to the New World
- Describe how geography influenced the decision to settle at Jamestown
- Complete graphic organizer (Venn Diagram): Compare and Contrast Early Government in Jamestown - the 1619 Virginia Assembly and the 1640 Virginia House of Burgesses

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

Time: 5minutes

Journal Writing: Explain how having a government brought more order and permanence to the colony.

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

- Venn Diagram
- Quiz on Jamestown Settlement
- Poster on Jamestown
- Rubrics for Venn Diagram and Poster

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

- Transparency of Colonial Virginia Map
- Overhead projector
- Venn Diagram
- Copies of Jamestown charters
- Quiz on Jamestown Settlement

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT:

- Create a Poster on Jamestown

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

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies

Grade Level: Grade 4

Unit of Study: American Revolution

Lesson Topic: The Liberty Bell

INSTRUCTIONAL OBJECTIVES:

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

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

Time: 5 minutes

1. Define :
 - a. Symbol
 - b. Freedom
 - c. Liberty
2. Display a transparency of pages 5 -6 of *Our Liberty Bell* by Henry Jonas Magaziner. Read and discuss:
 - a. What was and is the State House Bell?
 - b. Why was it created?
 - c. Why was and is it important?

INSTRUCTION: (Procedure)

Time: 55 minutes

1. Pass out materials (list of historical events and dates) to prepare for activity.
2. Instruct the students that the time line must include the following:
 - a. Title
 - b. Include at least 5 major events in chronological order for each time period: 1700, 1800, 1900, and 2000.
 - c. list: dates, person or group, and events
 - d. At least 5 symbolic illustrations relating to the events must be included.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Teacher will review how to make a timeline

Independent - Students will use provided information to construct their illustrated timeline.

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

Time: 5 minutes

Answer questions based on *Our Liberty Bell* by Henry Jonas Magaziner.

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

Rubric for the time line

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

1. Liberty Bell Timeline Template
2. Handout of historical facts on the Liberty Bell

SAFETY CONSIDERATIONS:

n/a

ASSIGNMENT:

1. To construct a time line to represent historical facts of the Liberty Bell from 1751 to present.

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

Lesson Plan #10

Name: Carrie Hoffler

Date: June 2008

Subject: Social Studies

Grade Level: Grade 4

Unit of Study: European Settlement

Lesson Topic: Colonial Williamsburg

INSTRUCTIONAL OBJECTIVES:

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

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

Time: 10 minutes

Review how geography influenced the decision to settle at Jamestown.

- When the settlers arrived in 1607, Jamestown was located on a narrow peninsula bordered on three sides by the James River.
- Reasons for site choice:
 1. The location could be easily defended from attack by sea (Spanish).
 2. The water along the shore was deep enough for ships to dock.
 3. They believed they had a good supply of fresh water

INSTRUCTION: (Procedure)

Time: 55 minutes

Make a transparency of the Facts on Williamsburg

- first settled in 1632-3 as a defense outpost against the Indians
- originally called Middle Plantation
- located on high ground on the Virginia Peninsula in southeastern Virginia five miles from Jamestown on the York and James rivers
- capital moved from Jamestown to Williamsburg because
 - an adequate supply of drinking water not contaminated by the salt water from the ocean
 - not infested with mosquitoes
 - no spread of diseases because of the dirty living conditions
 - fire destroyed many wooden buildings at Jamestown
 - featured the facilities of the new college, College of William and Mary
- 1699 - was soon renamed Williamsburg in honor of King William III of Great Britain
- most well-known as the birthplace of democratic governmental principals among the patriots before and during the American Revolution
- was the site of America's first theater
- Virginia's first successful newspaper, *The Virginia Gazette*
- the first public mental hospital
- Seat of the government for the entire Virginia Colony from 1699 to 1780
 - General Assembly met in the Capitol to make laws for the colony
 - Made up of the Council and the House of Burgesses
 - the first elected representatives in the New World
 - the court tried the colony's most serious cases

- Had to oversee the huge territory that stretched from the East Coast to the Mississippi River
 - All regions were represented in the House of Burgess
 - Majority were rich, conservative, landowners with large plantations along the coast
 - Burgesses operated with little English interference
 - Organized political parties did not exist, yet two distinct groups of political behavior
 - dominant style was moderate and stable, exhibited by leaders like Peyton Randolph and George Washington
 - energetic, dramatic style, fueled by a passionate opposition to England, like Patrick Henry and Thomas Jefferson
 - Was the social, economic, and educational center for the whole colony
- First Capitol at Williamsburg: Built between 1701 and 1705, the first Williamsburg statehouse served the colony of Virginia until fire destroyed the building in 1747.
- Second Capitol at Williamsburg: The second Capitol at Williamsburg was built between 1751 and 1753 on the foundations of the first.

Native Population

- About 2000 people
 - 50% came from England, Scotland, or Ireland
 - Some were educated and wealthy planters or merchants
 - A lot were farmers, storekeepers, or tradesmen
 - The rest were poor people who worked as servants, laborers, or field workers
 - 50% were African-Americans
 - More than half were slaves
 - Captured in Africa to work in Virginia

Geography

- located on a ridge at the western edge of a geographic plateau of the Tidewater Region of southeastern Virginia
- had access both to the James and York Rivers via navigable creeks

Founding Leaders

- Thomas Jefferson - scholar, governor of Virginia, writer of the Declaration of Independence, and considered one of the founding fathers
- George Washington - considered one of the founding fathers, a general in the Virginia militia, and first president of the United States of America

Religion

- Law mandated Virginians worship in the Anglican Church
- Church supported by tax dollars
- Line between religious and civil authority blurred
- Struggle for religious freedom paralleled struggle for political independence
- Virginians not tolerant of non-Christian religions
- White women were primary guardians of family religious life

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Make a Venn Diagram comparing Jamestown and Williamsburg
- Quiz on Williamsburg

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

Time: 5 minutes

Journal Writing - Why was the capital moved from Jamestown and Williamsburg?

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

Rubric for Venn Diagram

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

- Transparency on Williamsburg
- Rubric
- Venn Diagram

SAFETY CONSIDERATIONS:

n/a

ASSIGNMENT:

Make a poster on Williamsburg.

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