

SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 1

Subject: US History

Grade Level: 11

Unit of Study: Colonization

Lesson Topic: Middle Atlantic Region

INSTRUCTIONAL OBJECTIVES:

USHC-1.1: Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences

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

Time: _____ 15 min. _____

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"What was the first permanent US settlement?"

INSTRUCTION: (Procedure)

Time: _____ 30 min _____

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

Jamestown, John Winthrop, John Rolf, Pocahontas, Tobacco, Starving Time, Corn, Thatched Huts, James River

CHECKING FOR UNDERSTANDING: (Supervised and independent practice) 30 min

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. Why was finding a cash crop crucial to the survival of Jamestown?

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

Time: _____ 15 min _____

Today's lesson will culminate with "Simmons' Seven Sentences" or S³. Write seven things you learned in the lesson. Drop the paper in the out box on the way out the door.

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

The S³ will be graded for effort while the comprehension questions will be graded for accuracy. If I get both assignments by the end of the class period and the information presented is correct I know the students are retaining the information, if not then I need to implement some re-teaching strategies using primary sources for clearer understanding.

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

We will need student desk, Smart Board or Overhead Projector, paper, pencils, notebooks, text books and resource documents.

SAFETY CONSIDERATIONS:

Safety should not be an issue with these lessons. I will place trash can and pencil sharpeners in low traffic areas to limit accidents. Students with special needs get preferred seating.

ASSIGNMENT:

HW: Read the text book pages pertaining to the chapter being taught and outline it. Outlines are due Friday of each week.

SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 2

Subject: US History

Grade Level: 11

Unit of Study: Colonization Lesson Topic: Strife between the colonies and Great Britain

INSTRUCTIONAL OBJECTIVES:

USHC- Summarize the early development of representative government and political rights in the American Colonies, including the influence of the British political system, the rule of law and the conflict between colonial legislatures and royal governors

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

Time: _____ 15 min _____

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"What was the Sugar Act?"

INSTRUCTION: (Procedure)

Time: _____ 30 min _____

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- Tea Act, Sugar Act, Townshend Acts, Stamp Act, Boston Massacre, Boston Tea Party, Samuel Adams, Patrick Henry, Ben Franklin, etc.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. Why did Ben Franklin die without speaking to his son?

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

Time: _____ 15 min _____

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 3

Subject: US History

Grade Level: 11

Unit of Study: Revolutionary War Lesson Topic: Valley Forge / Crossing the Delaware

INSTRUCTIONAL OBJECTIVES: USHC-2.2: Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and the world at large.

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

Time: _____ 15 min _____

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"What was the weather like when George Washington's men were camped at Valley Forge?"

INSTRUCTION: (Procedure)

Time: _____ 30 min _____

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- George Washington, Delaware River, Mt. Vernon, Martha Custis, Oneida Indians, 1777-1778, Baron Von Steuben, Silent Killers, long boats

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. Why were George Washington's actions at Valley Forge and the Crossing of the Delaware, foreboding to his future status?

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

Time: _____ 15 min _____

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 4

Subject: US History

Grade Level: 11

Unit of Study: Westward Expansion Lesson Topic: War of 1812: Fort McHenry

INSTRUCTIONAL OBJECTIVES: USHC- 3.1 Explain the challenges of westward movement including the displacement of Native Americans and its impact on the developing American character.

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

Time: _____ 15 min _____

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"When and where was the Star Spangled written?"

INSTRUCTION: (Procedure)

Time: _____ 30 min _____

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- British Meddling, Impressments, Francis Scott Key, Major George Armistead, The Fort, The Battle of Baltimore, Horseshoe Bend, Treaty of Ghent

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. How did the war of 1812 change the status of the United States?

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

Time: _____ 15 min _____

Today's lesson will culminate with "Simmons' Seven Sentences" or S³. Write seven things you learned in the lesson. Drop the paper in the out box on the way out the door.

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

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 5

Subject: US History

Grade Level: 11

Unit of Study: The Constitution Lesson Topic: A system of Checks and Balances

INSTRUCTIONAL OBJECTIVES: USHC-2.7: Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in Marbury v. Madison

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

Time: _____ 15 min _____

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"What are the three branches of government?"

INSTRUCTION: (Procedure)

Time: _____ 30 min _____

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- **Article I, II, III, Bill of Rights, Federalism, Separation of Powers, Judicial Review, Due process, John Marshall, Marbury v. Madison, Senate, House of Representatives, Electoral College, Popular Sovereignty**

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. How did John Marshall make the Supreme Court Chief Justice a viable office?

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

Time: _____ 15 min _____

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

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 6

Subject: US History

Grade Level: 11

Unit of Study: Civil War

Lesson Topic: The Battles of the Civil War

INSTRUCTIONAL OBJECTIVES:

USHC-4.3: Outline the course and outcome of the Civil War and the factors that involved the defeat of the confederacy.

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

Time: 15 min

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"Which major Civil War battle took place on the Rappahannock River?"

INSTRUCTION: (Procedure)

Time: 30 min

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- **Bull Run I & II, Gettysburg, Antietam, Chancellorsville, Fredericksburg, Vicksburg, Shiloh, Robert E. Lee, Stonewall Jackson, McClellan, Meade, Hooker, Sherman, Grant**

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. Compare and Contrast Ulysses S. Grant with Robert E. Lee

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

Time: _____ 15 min _____

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

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 7

Subject: US History

Grade Level: 11

Unit of Study: Civil War Lesson Topic: The role of the African American Soldier

INSTRUCTIONAL OBJECTIVES:

USHC-4.3: Outline the Course and outcome of the Civil War, including the role of African American military units.

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

Time: 15 min

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"Why did African American soldiers refuse their pay during the Civil War?"

INSTRUCTION: (Procedure)

Time: 30 min

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights: Camps, Food, Freedom, Guard Duty, Point Lookout, "Jim don't shoot me", uniforms, battle

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. What was former slave owners "biggest fear" during the Civil War?

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

Time: 15 min

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

Today's lesson will culminate with "Simmons' Seven Sentences" or S³. Write seven things you learned in the lesson. Drop the paper in the out box on the way out the door.

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

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 8

Subject: US History

Grade Level: 11

Unit of Study: Reconstruction Lesson Topic: The Radical Republicans vs. The Southern Democrats

INSTRUCTIONAL OBJECTIVES:

USHC- Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth, Amendments in that era

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

Time: 15 min

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"Who were Thaddeus Stevens and Charles Sumner?"

INSTRUCTION: (Procedure)

Time: 30 min

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- Thirteenth, Fourteenth, and Fifteenth Amendments, over riding presidential veto, Readmitting Confederate States into the Union

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. Why was Andrew Johnson impeached?

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

Time: _____ 15 min _____

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

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

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ASSIGNMENT:

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 9

Subject: US History

Grade Level: 11

Unit of Study: Reconstruction Lesson Topic: Gains and losses for African Americans

INSTRUCTIONAL OBJECTIVES: USHC 4.5: Summarize the progress made and lost by African Americans during the Reconstruction period.

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

Time: 15 min

Today's lesson will begin by completing an "Event of the Day" question. Depending on the time period that is that day's focus, the students will have a leading question to which they will use their text book to find the answer to the questions. After I check to make sure everyone has done it, I will reveal the answer which hopefully sparks interest into today's topic.

"Which African American briefly became Governor of his home state during Reconstruction?"

INSTRUCTION: (Procedure)

Time: 30 min

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights: State Reconstruction Legislatures, 13th, 14th, 15th amendments, Freeman's Bureau, Black Codes, Grandfather Clause, Poll Tax, Ku Klux Klan

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. How did black codes in the south limit gains made by African Americans?

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

Time: _____ 15 min _____

Today's lesson will culminate with "Simmons' Seven Sentences" or S³. Write seven things you learned in the lesson. Drop the paper in the out box on the way out the door.

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

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

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SAMPLE DAILY LESSON PLAN

Name: Celestina Simmons

Date: 6/18/08

Plan No.: 10

Subject: US History

Grade Level: 11

Unit of Study: World War II

Lesson Topic: The Japanese Surrender

INSTRUCTIONAL OBJECTIVES:

USHC-8.2: Summarize and illustrate on a timeline the major events and leaders of WWII from the bombing of Pearl Harbor to the surrender of Japan.

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

Time: 15 min

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"What are Little Boy and Fat Man?"

INSTRUCTION: (Procedure)

Time: 30 min

Lecture by giving notes. I will use my smart board to post important information and pictures as I discuss the topic in further detail.

Highlights:

- Enola Gay, Bocks Car, Nagasaki, Hiroshima, Tojo, Chiang Kai Shek, Kamikaze Raids, MacArthur, V-J Day

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Comprehension Questions: Provide a list of ten prepared comprehension questions to make sure knowledge gained from the notes is being retained.

Ex. What is the Allied strategy in the Pacific and is it a failure or a success? Why?

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

Time: _____ 15 min _____

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