

DAILY LESSON PLAN

Plan No. 1

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study Colonial Williamsburg Lesson Topic A Day In Colonial Williamsburg

INSTRUCIONAL OBJECTIVES:

The student will describe the daily life of the colonist.

SET INDUCTION/INTRODUCTION:

Time: 5-10 minutes

*Ask students "What would your daily life be like if you lived in the Williamsburg colony?"

*Read a portion of If You Lived During Colonial Times

INSTRUCTION:

Time: 45 minutes

*Students will do the interactive power point "A Day in Colonial Williamsburg."

*Students will keep a journal of their events.

CHECKING FOR UNDERSTANDING:

*The teacher will circulate and ask questions.

*The students will reflect in their journals about each activity.

CLOSURE/SUMMARY REVIEW:

The student will complete an exit slip telling what they learned about the daily life of a colonist.

EVALUATION:

*Check journals

*Students will complete a chart comparing and contrasting their daily life now to daily life of a colonist.

EQUIPMENT/MATERIALS/MEDIA:

Computer

Internet

Journal

SAFETY CONSIDERATIONS:

Computer safety- keep keyboard flat, monitor should be eyelevel

ASSIGNMENT:

None

REFLECTION:

DAILY LESSON PLAN

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study Revolutionary War Lesson Topic Crossing the Delaware

INSTRUCIONAL OBJECTIVES:

*The student will be able to explain the length of time it took for Washington to cross the Delaware River.

*The student will be able to explain the effects of a northeasterner.

SET INDUCTION/INTRODUCTION:

Time: 5-10 minutes

*Tell students that it took Gen. Washington about 11 hours to cross the Delaware River.

*(Find a location inside (gym) or outside (playground) to help students visualize the width of the Delaware.)

*Tell students they will investigate to find out why it took so long to cross the Delaware.

INSTRUCTION:

Time: 45 minutes

Tell students to look for answers to the following questions:

*Why did it take so long for Washington to cross the Delaware River?

*What was the weather condition during the time of the crossing?

*What is a northeasterner? Explain its importance in relation to crossing the Delaware.

Show students a video clip on Washington crossing the Delaware.

CHECKING FOR UNDERSTANDING:

*Circulate as students research and ask questions.

*Students will independently do research to find answers to the assigned questions.

CLOSURE/SUMMARY REVIEW:

Time: 3-5 minutes

Discuss with students the information they have found so far. Explain to students that the lesson will be continued in Science by looking at weather.

EVALUATION:

The student will write a short essay explaining why it took so long for Gen. Washington to cross the Delaware. They may use illustrations to help them.

EQUIPMENT/MATERIALS/MEDIA:

Computer

Various resources- textbook, internet, pamphlets, etc.

United Streaming Video

SAFETY CONSIDERATIONS:

Computer safety- keep keyboard flat, monitor should be eyelevel

ASSIGNMENT:

Use notes about information found to write a journal entry.

REFLECTION:

DAILY LESSON PLAN

Plan No. 3

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study The Colonial Period Lesson Topic In Search of the Past

INSTRUCIONAL OBJECTIVES:

- *The student will identify persons that lived long ago.
- *The student will provide evidence that persons lived in the 1800s and earlier.

SET INDUCTION/INTRODUCTION:

Time: 3-5 minutes

- *Say to students, "My grandparents were born in the 1800s."
- *Ask, "Does anyone know someone who was born or lived in the 1800s?"
- *Show students a picture of a tombstone with the dates in 1800s.

INSTRUCTION:

Time: 50 minutes

- *Tell students that we are going to visit a cemetery that is very old.
- *Students are to read the tombstones and write down the person's name, birth and death date, epitaph, and anything that may tell what happen to the person.

CHECKING FOR UNDERSTANDING:

- *Circulate and ask/answer questions
- *Give guidance and assistance as needed

CLOSURE/SUMMARY REVIEW:

Time: 3-5 minutes

Students reflect in journals about the experience and several share.

EVALUATION:

Presentation- Students will select one of the persons to portray.

My name is _____. I was born on ____ and died on _____. My death was a result of _____. I was ____ years old when I died.

Students will use historical information from the time period, and information found on the tombstone, to come up with a reason for the person's death.

EQUIPMENT/MATERIALS/MEDIA:

Journals
Pencil
Camera (optional)

SAFETY CONSIDERATIONS:

Wear flat closed-in shoes for walking

ASSIGNMENT:

Ask parents about family members born in the 1800s or earlier. Write down the names and dates.

REFLECTION:

DAILY LESSON PLAN

Plan No. 4

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study Influential Persons Lesson Topic Who Am I?

INSTRUCIONAL OBJECTIVES:

The student will identify key persons and their importance in American History.

SET INDUCTION/INTRODUCTION:

Time: 3-5 minutes

Show students a statue, bust, or picture of someone famous. Tell the students who the person is and why he/she is important.

INSTRUCTION:

Time: 40 minutes

*Tell students they will be given the statue, bust, or picture of a key American (with the name).

*Tell them we are going to turn the class into a gallery of prominent person during the colonial period.

*The student will look up the person and find out why he/she is important. The information will be placed on an index card.

*The students will tour the gallery gathering information and writing it in their journal.

CHECKING FOR UNDERSTANDING:

*Ask several students to repeat the assignment.

*Circulate among the students, ask and answer questions.

CLOSURE/SUMMARY REVIEW:

Time: 3-5 minutes

Activity Rating: The students rate the activity as a one to five stars and tell why.

EVALUATION:

*Check the student journal

*Quiz- Write about at least five persons and what you learned about them.

EQUIPMENT/MATERIALS/MEDIA:

Computer

internet,

Figurines and pictures

SAFETY CONSIDERATIONS:

Computer safety- keep keyboard flat, monitor should be eyelevel

Clear walking path

ASSIGNMENT:

None

REFLECTION:

DAILY LESSON PLAN

Plan No. 5

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study War of 1812 Lesson Topic Fort McHenry

INSTRUCIONAL OBJECTIVES:

The student will be able to explain the relationship between the National Anthem and Fort McHenry.

SET INDUCTION/INTRODUCTION:

Time: 5-10 minutes

- *Play the Star Spangled Banner
- *Tell students they will investigate to find out who wrote the Star Spangled Banner, when, where, and why it was written.

INSTRUCTION:

Time: 45 minutes

- *Have students write the focus question in their journal, What is the relationship between the National Anthem and Fort McHenry?
- *Research to find out about Fort McHenry and the national anthem.
- *Give students a worksheet with questions as a guide for their research.

CHECKING FOR UNDERSTANDING:

Circulate check student's notes and ask questions.

CLOSURE/SUMMARY REVIEW:

Time: 3-5 minutes

Orally go over the answers to the questions on the worksheet.

EVALUATION:

- *Check answers to the focus question.
- *Students will be given a map to label Fort McHenry, name the body of water, and place the ship in it approximate loction.

EQUIPMENT/MATERIALS/MEDIA:

Computer
Internet

SAFETY CONSIDERATIONS:

Specific websites will be given to the students for use.

ASSIGNMENT:

Use the information on the worksheet to answer the focus question.

REFLECTION:

DAILY LESSON PLAN

Plan No. 6

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study Colonies Lesson Topic A New Home

INSTRUCIONAL OBJECTIVES:

The student will demonstrate an understanding of the settlement of North America by the Europeans.

SET INDUCTION/INTRODUCTION:

Time: 3-5 minutes

*Say to the students, "You are going to the colony of Jamestown. You are taking all your possessions with you. What are your plans when you arrive? What do you expect to find there?"

*Write down students' answers for later use.

INSTRUCTION:

Time: 45 minutes

*Tell students they will use their textbook and other resources to find out about Jamestown.

*Students will write daily accounts of their travel to Jamestown in their journals (made in advance). They will also write letters back home describing how things are in their new home.

CHECKING FOR UNDERSTANDING:

*Give students a check list to guide them as they do their research.

*Circulate among students and give assistance as needed.

CLOSURE/SUMMARY REVIEW:

Time: 3-5 minutes

Review with students how to make their journal entries and letters.

EVALUATION:

Check the journal entries and letters

EQUIPMENT/MATERIALS/MEDIA:

Computer

Internet

Textbook

Journal

Paper and pencil

SAFETY CONSIDERATIONS:

Computer usage safety- monitor at eye-level, keyboard flat

Give student safe websites

ASSIGNMENT:

The students will use the information they have found on the ship journey and Jamestown to write their journal entries and letters.

REFLECTION:

DAILY LESSON PLAN

Plan No. 7

Name Gracie White Date June 2008

Subject Social Studies Grade Level 4th

Unit of Study Valley Forge Lesson Topic Bitter Cold

INSTRUCIONAL OBJECTIVES:

The student will demonstrate an understanding of the conditions of soldiers during a

conflict.

SET INDUCTION/INTRODUCTION:

Time: 3-5 minutes

*Ask the students, “What would you do if you had to be in the cold without the necessary supplies (clothes, shoes, food, etc.)?”

*Read to students a letter sent from General George Washington about expressing his concerns about his men. Explain to the students that they have been hired to investigate the situation at Valley Forge.

INSTRUCTION:

Time: 45 minutes

*Place students in groups

*Give each student a copy of General Washington’s letter.

*The students will read the letter and make a list of the complaints.

*The students will use various resources to confirm the information in the letter.

*The students will analyze the situation and make a recommendation to solve the problem.

*The students will write a letter to General Washington explaining their decision and what is going to be done.

CHECKING FOR UNDERSTANDING:

*Circulate among students and give assistance as needed.

CLOSURE/SUMMARY REVIEW:

Time: 3-5 minutes

Have each group briefly share their decision.

EVALUATION:

Check letter of response

Oral presentation of each group

EQUIPMENT/MATERIALS/MEDIA:

Computer

Internet

Paper and pencil

Primary source document- Washington’s letter

SAFETY CONSIDERATIONS:

Computer usage safety- monitor at eye-level, keyboard flat

ASSIGNMENT:

None

REFLECTION: