

LESSON PLAN 1

Name: Stephanie Michel _____ Date: June 2008 Plan No.: __1__

Subject: Special Education ED/SC _____ Grade Level: __6-8__

Unit of Study: _American History _____ Lesson Topic: _Colonial Jobs __

General Background: When the first people came to America they settled in areas that later became states. In the case of most of the American colonies, the government that ruled from a far was that of England. There were many reasons why people wanted to move to the colonies.

INSTRUCTIONAL OBJECTIVES:

Identify that people's needs are met by using goods and services.

Become familiar with the concept of bartering.

Complete Colonial Jobs worksheet

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

Brainstorm the following:

Ask: What problems can you imagine they encountered as they tried to settle in a new land? (find food, establish relations with the Native Americans, provide shelter)

INSTRUCTION: (Procedure)

- It was very important for the settlers to bring supplies with them from England for the trip over and to have while they were getting settled in the New World. Have the students tell why think the colonists would have needed to bring over with them and why (tools, weapons, food, clothing). Record their answers on the board.
- Explain that once the colonists arrived in the New World there were still needs that had to be met.
- List the following needs on the board: shelter, food, clothes, transportation, education, health services.
- Ask the students to list products or goods that colonists would have to have in order to meet these needs (e.g. nails; tools for farming, building, and sewing. Explain that products are "goods that people want and need."
- Write the word *product* with its definition as a heading above the list compiled of things the colonists would have needed (axe, hammer, lumber for shelter; sewing needle, fabric, thread for clothing; horses for transportation; cattle for milk and food; etc.)

- Tell the students that in addition to products, the early settlers also needed services provided to meet their needs.
- Services are "helpful activities provided by one person or business to another" Give examples of services that the colonists would have needed such as teachers, doctors, blacksmiths, butchers, etc.

Time: 30 minutes

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- * Have the students list other services they can think of that the colonists would have needed.
- * Direct the students' attention back to the list of needs on the board. Students will write one paragraph explaining: How would a colonial family meet their need for products and services?
- * Give each student a copy of the Colonial Jobs worksheet. Read each of the jobs and descriptions as the students follow along. Have the students follow the directions to complete the worksheet. Worksheet attached.

Time: 30 minutes

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

Ask students if they have questions. Thumbs up for ok and thumbs down if they have additional questions.

Time: 5 minutes

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

- Students will be graded on the attached worksheet. For extra credit, students can list three products and three services they used in the past week on the back of the worksheet.

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

- Dry Erase board
- Markers
- Copies of worksheets

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT:

- Complete brainstorm activity
- Complete worksheets
- Extra assignment provided

Attached Worksheet:

- | | |
|---------------------|--|
| 1. Baker _____ | a. Stone cutter |
| 2. Butcher _____ | b. Ground wheat to make flour |
| 3. Mason _____ | c. Fabric maker |
| 4. Roper _____ | d. Made hats |
| 5. Saddler _____ | e. Made iron tools and utensils |
| 6. Tailor _____ | f. Made and repaired buckets, tubs and barrels |
| 7. Blacksmith _____ | g. Prepared and sold meat |
| 8. Gunsmith _____ | h. Rope maker |
| 9. Weaver _____ | i. Maker of fine clothing |
| 10. Cooper _____ | j. Saddle maker |
| 11. Miller _____ | k. Bread maker |
| 12. Hatter _____ | l. Maker of rifles and guns |

Answer Key:

1. k
2. g
3. A
4. H
5. J
6. l
7. E
8. L
9. C
10. F
11. B
12. d

LESSON PLAN 2

Name: Stephanie Michel _____ Date: June 2008 Plan No.: 2

Subject: Special Education _____ Grade Level: Grades 6-8 _____

Unit of Study: American History _____ Lesson Topic: Articles of Confederation

INSTRUCTIONAL OBJECTIVES:

- Examine the ideas and traditions that formed the basis for early American governments.

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

- List the following names on the board:

John Adams; Thomas Jefferson; George Washington.

- Students will then list what they know about each individual.

Time: 10 minutes

INSTRUCTION: (Procedure)

Students will discuss:

- The ideas and traditions that were provided for the basis for American government.
- How the Confederation Congress provided for the entry of new states.
- The powers possessed by the central government under the Articles of Confederation.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will be organized into small groups. Group members will imagine that they are editors who have been assigned to determine the contents of a special edition of a news magazine. Students should focus on topics such as the Articles of Confederation, government achievements, weakness of the Articles of Confederation etc. Students will also produce headlines and write brief summaries for several articles on the events and developments of this time period.

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

Ask students if they have additional questions or comments. Thumbs up if they understand and thumbs down if they need additional help.

Time: 5 minutes

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

Students will be graded on their group participation and their news magazine.

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

- Dry erase board
- Markers
- Construction paper

SAFETY CONSIDERATIONS:

None Applicable

ASSIGNMENT:

- News paper magazine

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

LESSON PLAN 3

Name: Stephanie Michel _____ Date: June 2008 Plan No.: _3_

Subject: Special Education _____ Grade Level: Grades 6-8 _____

Unit of Study: American History _____ Lesson Topic: Slaves System _____

General Background:

Slaves often received poor clothing and poor shelter. Slaves worked hard to maintain strong ties to one another and to their heritage. They were often viewed as property and not as people/

INSTRUCTIONAL OBJECTIVES:

Discuss the slave system and how they challenged this system.

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

- Write down how you think slaves were treated during this time period?

Time: _____5 minutes _____

INSTRUCTION: (Procedure)

Discussion will include:

- The work and daily life for most slaves.
- How slaves and their families were treated.
- Aspects of their culture and how it helped them cope with the slave system.
- Explain how life varied for different groups of people living in the south/

Time: _____20 minutes _____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will imagine that they work for George Washington and that they are about to go on strike. They will create a poster that they might carry to a picket line. Students need to make sure that they include their demands on the poster.

Time: _____30 minutes _____

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

Ask students if they have additional questions or comments. Thumbs up if they understand and thumbs down if they need additional help.

Time: _____ 10 minutes _____

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

Students will be graded on their posters. They should be creative and state their demands on them

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

- Poster board
- Markers
- Crayons

SAFETY CONSIDERATIONS:

None Applicable

ASSIGNMENT:

- Participate in oral discussion
- Create "picket line" poster

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

LESSON PLAN 4

Name: Stephanie Michel _____ Date: June 2008 Plan No.: __4__

Subject: Special Education _____ Grade Level: Grades 6-8__

Unit of Study: American History _____ Lesson Topic: Constitutional Convention

General Background:

In February 1787 the Confederation Congress invited each state to send delegates to a convention in Philadelphia. They planned to discuss the revision of the Articles of Confederation. The Constitutional Convention was held in May in Philadelphia's old state house.

INSTRUCTIONAL OBJECTIVES:

Explain where and why delegates met for the Constitutional Convention

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

Introduce the lesson by writing the word "compromise" on the board. Students will then develop their own definition of the word.

Time: _____

INSTRUCTION: (Procedure)

- Students will be told that the lesson will focus around a series of compromises.
- Will examine the main issues debated at the Constitutional Convention.
- Describe how the federal government is balanced under the US Constitution.
- Examine the Federalist papers main arguments for the Constitution.

Time: _____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will create a timeline of the important events of the Constitutional Convention and other events leading to the final states ratification of the constitution. Students can include images and maps within their timeline.

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

Students will be instructed to identify the significant events that they discussed in the lesson. Their responses will be noted on the board and additional responses can be added to ensure all events are covered.

Time: _____

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

Students timeline will be graded. Timelines should include events covered in the instruction as well as elements given in previous discussions. They will also be graded on participation in the closing assignment.

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

- Dry erase board
- Markers
- Paper

SAFETY CONSIDERATIONS:

None

ASSIGNMENT:

- Timeline
- Oral participation

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

LESSON PLAN 5

Name: Stephanie Michel _____ Date: June 2008 Plan No.: __5__

Subject: Special Education _____ Grade Level: Grades 6-8__

Unit of Study: American History _____ Lesson Topic: Choosing a President_____

INSTRUCTIONAL OBJECTIVES:

- Identify reasons why George Washington was chosen as the first president of the United States.

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

Students will brainstorm steps they think a new government would need to take in order to be successful.

Time: _____

INSTRUCTION: (Procedure)

The following will be discussed:

- Why was George Washington chosen as the first president of the United States?
- What was life like in the United States when George Washington took office?
- What steps did Congress and the president take to organize the government?

Time: _____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will imagine that they work for the Historical Broadcasting Network which is the only radio station with a time machine. The radio station is developing a documentary on the activities of the new US government for 1789-1800. Students will then be organized into groups and will be assigned one of the following topics:

- Choosing a President
- The New Capital
- Washington's Cabinet

Students can use their notes, computer, textbooks and other helpful resources to develop a narration of the major topics.

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

Students will write one or two sentences that gives feedback for the assignment presented.

Time: _____

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

Students group participation and their finished presentation will be graded.

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

- Dry erase board
- Paper
- Pen/pencil
- Index Cards

SAFETY CONSIDERATIONS:

None applicable

ASSIGNMENT:

- Radio narration simulation
- Index card feedback

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

LESSON PLAN 6

Name: Stephanie Michel _____ Date: June 2008 Plan No.: __6__

Subject: Special Education _____ Grade Level: Grades 6-8__

Unit of Study: American History _____ Lesson Topic: _American Flag__

General Background: Francis Scott Key wrote the words to the national anthem in 1814. During the War of 1812 he gave it a name "The Star Spangled Banner."

INSTRUCTIONAL OBJECTIVES:

- Students will understand the significance of the American Flag

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

- Write the word "symbol" on the board.
- Involve students in a discussion of what a symbol is.
- Brainstorm some examples of symbols (fast food restaurant logos, mascots, etc.)

Time: _____

INSTRUCTION: (Procedure)

- Ask students what a symbol for our country is. Ask for volunteers to define the term.
- Surface the idea that a flag represents a group of people as well as individuals. Tell students the flag represents each one of them.
- Ask students if they think the flag is a good symbol. Why or why not? Ask them if they would change the flag and what it might look like.
- Brainstorm ideas for a class flag.

Time: _____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- Students will create a flag. They may choose to create a class flag, a new American flag, or a personal flag. This could be done individually or with partners.

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

- Share student flags. Be sure students talk about what they included in their flag, why they included it, and why it is representative of the group or individual they chose.

Time: _____

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

- Creativity of flag
- Group participation

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

- paper
- markers/crayons

SAFETY CONSIDERATIONS:

None

ASSIGNMENT:

- Create flag and explain what it represents.

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

LESSON PLAN 7

Name: Stephanie Michel _____ Date: June 2008 Plan No.: 7

Subject: Special Education _____ Grade Level: Grades 6-8 _____

Unit of Study: American History _____ Lesson Topic: Civil War Slang

INSTRUCTIONAL OBJECTIVES:

- Students explore some of the words and phrases used during the Civil War and their meanings.

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

Begin by posing the following to students: "Imagine that you are sent back in time to the Civil War. You meet a soldier after a battle and ask him about the war. Do you think you would have any trouble understanding his answer? Do you think people of that period used all the same words and phrases we do today?"

Time: _____ 10 minutes _____

INSTRUCTION: (Procedure)

Compare and historical contexts and changes in word meanings,

Time: _____ 20 minutes _____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Divide the class into small groups to study the following online sources.

- Soldier Talk & Civil War Slang
- Gettysburg: The Soldiers' Battle -- Civil War Vocabulary
- Civil War Slang

Assign each group a specific number of words (10 to 15) to look up.

Write a brief conversation that might have taken place on or near the Civil War battlefield.

Time: _____ 30 minutes _____

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

- 2 paragraphs on their Civil War conversation

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

- Paper
- Pencil/pen

SAFETY CONSIDERATIONS:

- None applicable

ASSIGNMENT:

- Civil War conversation essay

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

LESSON PLAN 8

Name: Stephanie Michel _____ Date: June 2008 Plan No.: 8

Subject: Social Studies _____ Grade Level: 6-8 Special Education

Unit of Study: "American History" _____ Lesson Topic: Taxation _____

General Background Information:

INSTRUCTIONAL OBJECTIVES:

Students will:

- Distinguish among federal, state, and local taxes and the goods and services they support.
- Identify three basic types of taxes (income, sales, and property) and describe the purposes of each.

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

Students will be asked to name some goods and services that are provided by the government. They will then be required to brainstorm a list of these items and record them on sheet of paper.

Time: **5 minutes**

INSTRUCTION: (Procedure)

- Students will be directed to go to <http://www.treas.gov/education/fact-sheets/taxes/economics.html> to find out more about the kinds of taxes governments impose, and the goods or services they provide.
- After studying the website provided, students will be placed in a group containing no more than two students to answer the following questions:
 1. Which of the goods and services you named are provided by the federal government, which are provided by the state government and which by the local government?
 2. What can you add to your list?

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

- The terms (income tax, sales tax and property tax) will be introduced. Once students are given a general definition for the terms, they will go back to their brainstorm sheet and add each tax type next to the word.

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

Time: _____

- Discuss with your class the types of taxes you learned about today.
- What kinds of services or goods do each one help our governments provide?
- Which level of government provides the opportunity to go to school? Where do roads and highways come from?

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

- Group participation
- Taxation worksheet (brainstorming extension activity)

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

- Overhead
- Dry erase markers

SAFETY CONSIDERATIONS:

None applicable

ASSIGNMENT:

Complete internet search and answer accompanying questions

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

LESSON PLAN 9

Name: Stephanie Michel _____ Date: June 2008 Plan No.: 9

Subject: Special Education _____ Grade Level: Grades 6-8 _____

Unit of Study: American History _____ Lesson Topic: John Adams Presidency

General Background:

At first, he did not appear to be for the presidency.

INSTRUCTIONAL OBJECTIVES:

Discuss the presidency of John Adams

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

Student will imagine that they are running to become the next president. Ask them what will probably happen if the candidate from the party currently holding the presidency is defeated by a candidate from another party.

Time: _____ 10 minutes _____

INSTRUCTION: (Procedure)

Discussion will include:

- The roles of political parties played in the presidential election of 1796.
- Foreign policies problems John Adams faced during his presidency.
- The main issues in the election of 1800 and what were some of its outcomes.

Time: _____ 30 minutes _____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Students will be organized into two groups. One group will create a campaign pamphlet that includes quotations, pictures, drawings and slogans for a candidate in the 1796 presidential election. The other group will create a pamphlet for a candidate in the 1800 presidential election.

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

- Ask students if they have additional question or comments about the lesson. Thumbs up if they understand and thumbs down if they need additional clarification.

Time: _____5 minutes_____

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

- Students pamphlets as well as their participation will be graded.

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

- Construction paper
- Crayons/markers

SAFETY CONSIDERATIONS:

- None applicable

ASSIGNMENT:

- Create a pamphlet

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

LESSON PLAN 10

Name: Stephanie Michel Date: June 2008 Plan No.: 10

Subject: Special Education Grade Level: 6-8

Unit of Study: American History Lesson Topic: Life as a Colonist

INSTRUCTIONAL OBJECTIVES:

- Students will use their math skills to solve measurement equivalencies. Students will manipulate string to show the amount of the space allowed a family on the ship ride over to the colonies and once in their new home.

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

- Invite the students to remember a time when they went on a trip that took a long time to reach their destination. Ask students to close their eyes and imagine that they are on that trip now. Are you in a car, in a train or on a plane? How long will it take for you to get there? Are you comfortable? Are you having fun? Ask volunteers to briefly describe what they feel.

Time: 10 minutes

INSTRUCTION: (Procedure)

- Explain that today we going to be doing some imagining--but this time, we are going to imagine how other people felt. We are going to imagine what the journey to Jamestown and feel what it was like for the colonists.
- On the chalkboard, write the measurements of the amount of space allowed to each family on the ships. Ask students to copy these down on paper. Remind them that the trip to Jamestown took five months. Ask them to figure out approximately how many months and days that is.
- Space on a ship approximately the size of a single bed 6 x 3 ft
An average first home 16 x 20 ft or 5 x 6 meters
Ask students to work in groups to find a way to use a yard stick to measure string that will represent the space on the ship and in colonial homes. (Can tell students we only have yardsticks, no rulers, in our classroom) Groups should consist of students sitting next to and across from each other. Circulate the room to see that all groups realize that they need to convert feet to yards.
After making the conversions, move to the gym or cafeteria where students can create the

space on the ship and the space of a home. Ask each group to combine with another group of four. Ask each group of eight to create the rectangular spaces. Once these rectangles are made, explain that on the ship each adult had this much space. In this space, the adult had to cook, take care of children, store possessions, and spend most of their time. Ask the group members to step inside their ship space and their home space. Add a few chairs to represent furniture or possessions. This will give students a more concrete image to think about than just trying to imagine it. Discuss how it would feel to live like this in such a cramped space.

- Have students return to their seats and close their eyes to begin imagining spending a lot of time in those cramped spaces. Next have students add an odor that existed because of the unsanitary conditions to their mental images. (Think of smelly garbage dumpsters, a farm or zoo.) Add to this extreme temperatures--no air conditioning in the summer and no central heating in the winter.

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Time: _____45 minutes_____

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Invite students to open their eyes. Now students should take out their journals and write about the experience. Suggest to students they include how they felt, how they'd feel knowing they had to live like that for a couple of months. How'd they feel when land was sighted? How did you feel living with your large family in a tiny house with not heat or air conditioning?

When finished with the writing, student can illustrate their work. This may have to be finished in study hall or as homework.

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

Time: _____5 minutes_____

- Ask students if have questions or need additional assistance.

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

- Students journals and replicas.

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

- yard stick

- index cards
- paper
- pen/pencil
- dry erase board
- markers
- tape/rope for rectangles

SAFETY CONSIDERATIONS:

- none applicable

ASSIGNMENT:

- Journal entry
- Participation in replica assignment

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