

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams Date: 06/20/2008

Plan No.: 1

Subject: History Grade Level: Middle level

Unit of Study: War for Independence
Franklin: Getting to Know Him.

Lesson Topic: Benjamin

INSTRUCTIONAL OBJECTIVES:

Students will:

- Research and identify the many talents of Benjamin Franklin, as well as his role in the formation of an independent United States.

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

Time: 10 minutes

Ask students what they know about Benjamin Franklin. Record their responses on chart paper. 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: 4-5 hours (over 3-4 days)

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. Students will be given a worksheet to help them record their findings.
2. Have groups use the school or local library to find biographies or encyclopedia entries on Franklin. (Students can also use the internet to help with their research).
3. 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 write an essay and for an oral presentation.
4. After a group has completed its presentation, the rest of the students will interview each "Franklin" as though they are writing a magazine article about Franklin's life and accomplishments.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Review the students' detailed notes from their research

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

Time: 20 minutes

Discuss with students the impression they have about Benjamin Franklin. Ask volunteers to tell what they think was Franklin's most important accomplishment and explain why.

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

Observe students' participation during the lesson

Using a grading rubric/ writing rubric to evaluate the completed written report

Individual team evaluation form

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

Benjamin Franklin worksheet-Students will write down information about their "Franklin" on the given worksheet provide by the teacher

Internet-Used for research

Encyclopedia-Used for research

SAFETY CONSIDERATIONS:

Internet safety worksheet prior to starting the lesson

ASSIGNMENT:

The students will write a well written essay explaining how Benjamin Franklin played a role in creating the United States of America by using the information that they received from the different "Franklin's".

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:2

Subject: History

Grade Level: Middle Level

Unit of Study: The Colonies Come of Age
Colonies

Lesson Topic: England and It's

INSTRUCTIONAL OBJECTIVES:

Students will be able

To explain the economic relationship between England and its American Colonies.

To describe how tensions arose between England and the colonies.

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

Time: 15 minutes

Focus and motivate: What Financial responsibilities do parents and children have for each other? Could a similar relationship exist between a parent nation and its colonies? Should it? Explain your answers.

INSTRUCTION: (Procedure)

Time: 2 days

1. Have students recall things that they have traded over the years.
2. In each trade, how did the trade benefit both sides? Did one person benefit more than the other? Why or Why not?
3. Read: England and Its Colonies Prosper.
4. Thinking through history: What effects did the Navigation Acts have on both Britain and its colonies?
5. Read: Tensions Emerge
6. Cooperative Activity: Time Lines of America's English Rulers. Task: Individually students will create their own annotated time lines of English rulers and their colonial policies. Purpose: To understand a shifting political situation and its effects. Activity: Each group's time line should expand the information in the illustration at the top of the

page, adding other relevant leaders from James I to George III (to 1765), including Puritan rulers Oliver and Richard Cromwell. Students should then annotate and explain the time line.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Observe students' participation during the lesson

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

Time: _____

The student will write three new concepts gained from the lesson on an exit card.

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

Standards for Evaluation (Time line): Time line should...1. Place the rulers chronologically 2. Include the dates of each person's rule 3. Include details about his or her American policies 4. Possibly include illustrations.

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

SAFETY CONSIDERATIONS:

Not Applicable

ASSIGNMENT:

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:3

Subject: U. S. History

Grade Level: Middle Level

Unit of Study: American Colonies

Lesson Topic: The American South

INSTRUCTIONAL OBJECTIVES:

Students will be able to:

To trace the development of a plantation economy in the American South.

To explain the way of life in the Southern colonies.

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

Time: 10 minutes

To motivate the students: How would you live if you were very wealthy? Is it possible to live such a life without relying on the hard work of other, poorer people? Explain your answer.

INSTRUCTION: (Procedure)

Time: 2 days

1. Jigsaw: A collaborative learning technique in which individuals become experts on one portion of a text and then share their knowledge with a small group. One student will read "A Plantation Economy Arises" Another will read "Life in Southern Society" Another will read "Slavery Becomes Entrenched" and another will read "Africans Cope in Their New World". Each person needs to have at least 6 facts about their readings or more. Students will then come together as a group and share their information. Each student will write down the information from the person delivering the facts on an index card. Each student will have 4 cards with facts from each reading.
2. The teacher will write 5 groups of people from the reading on a sheet of chart paper. Each student will write one detail about each group. (Silent Graffiti)
3. Skill builder: Interpreting Visual Sources. Page 74. Students will examine the images of slave ships on page 74 and note who created them. Then ask these questions: 1. What

- conditions would you expect on board the ship in the diagram? 2. What mood does the painting convey? 3. What seem to be the artists' attitude toward their subjects?
4. Cooperative learning Activity: Words from African Languages page 75 TE. Students will work in small groups and use a dictionary to find words from African Language that has entered the English language. (Examples include goober, juke, voodoo, gumbo, and okra.) Students will keep a list of their words and their definitions as well as their country of origin. Each group should create a display of their work, including pictures, photographs, or objects that help define or identify the words of African origin. Students will then present their displays to the class and answer any questions that their classmates might have.
 5. A Historical Reader: Students will read "The Middle Passage" an excerpt from a Historical Reader. At the end of the reading the students will answer the questions to consider.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Observation of the student's participation

Answer question from historical reader

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

Time: 5 minutes

On an exit card write down 3 new concepts from the lesson

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

Observe students participation

Completion of the students work

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

Index cards

Text book

Paper and pen

Historical reader

Chart paper and pen

SAFETY CONSIDERATIONS:

Not Applicable

ASSIGNMENT:

Words from African Languages page 75 TE. Students will work in small groups and use a dictionary to find words from African Language that has entered the English language. (Examples include goober, juke, voodoo, gumbo, and okra.) Students will keep a list of their words and their definitions as well as their country of origin. Each group should create a display of their work, including pictures, photographs, or objects that help define or identify the words of African origin. Students will then present their displays to the class and answer any questions that their classmates might have.

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:4

Subject: U S History

Grade Level: Middle Level

Unit of Study: Jamestown Settlement

Lesson Topic: Laws at Jamestown

INSTRUCTIONAL OBJECTIVES:

Students will evaluate laws at Jamestown in order to understand changes that occurred in the government in 1619.

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

Time: 10 minutes

1. Ask students if they were colonists during the 1600's what type of laws would they want?
2. Write down the responses on chart paper.

INSTRUCTION: (Procedure)

Time: 2 days

1: Review with students the harsh conditions which existed in Jamestown during the early years including "the starving time" of 1609-10 and the leadership challenges that persisted after that. Remind students that the gentlemen running the Virginia Company stayed in England and made decisions from there on how to run the colony.

2: Remind students that a society's body of laws reflects that society's concerns and fears as well as aspirations. Ask students what is meant by "martial law". *Rule by the military*. Ask why the Virginia Company instituted martial law in 1610-11. What fears and/or concerns might have prompted this? *Lack of discipline among colonists; lack of work ethic; fears of trouble with native population*. What hopes or aspirations might have played a part in this decision? *A determination to see the colony succeed*. What are some advantages and disadvantages of martial law? *Advantages include maintaining order and gaining obedience from people; disadvantages include being unattractive to newcomers and harshness of rules*,

3: Remind students that in the next six or seven years after the implementation of martial law, the Company was working to stabilize the colony and to encourage investment and immigration. Discuss how martial law might interfere with these objectives. Tell students they are going to have an opportunity to make decisions about some of the laws at Jamestown which had existed since martial law was begun in 1609-10.

4: Divide the class into six groups. Give each group a copy of two of the 12 laws included in the simplified version of the original *Laws Divine, Moral and Martial, etc.*, compiled by William Strachey and published in England in 1612.

5: Present the following scenario to the class: Scenario: You are a group of investors from the Virginia Company that has come to Jamestown to make decisions about what has to occur in order to encourage more investment and immigration to the colony. One of the things you are evaluating is the whole idea of martial law and how these laws might be affecting the colony. Your job, as a member of this group, is to consider the law you have been assigned, including the reasons for these laws in the first place and how effective they are in Virginia. Are the reasons for these laws and their effect sufficient enough to keep them as they are? Now, evaluate their impact upon people in England who may wish to invest in the colony or immigrate to the colony. You will need to make decisions about whether to keep the laws as they are or to make some changes.

6: Distribute the *Laws at Jamestown – Making Decisions Worksheet* to each group. Members should try to reach consensus and assign a member to report out for the group.

7: After groups have completed their worksheet, have them report on their discussions, decision and recommendations. If possible, have the class reach consensus on what recommendations should be made to the Virginia Company in London.

8: After students have completed their work, share with them that the Virginia Company issued new instructions in 1618 which changed the governance from strict martial law to a more representative type of government. These instructions, later called "The Great Charter", and the

meeting of the general assembly at Jamestown laid the foundation for the U.S. Constitution many years later.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Observation of the students' participation

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

Time: _____

Pass out the *Laws from the General Assembly of Virginia* handout, and review some of the laws passed by the first General Assembly in 1619. Ask students how their recommendations compare with these laws. Were they similar or different? If so, how?

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

Observation of participation

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

Laws, Divine, Moral and Martial, etc. handout

Laws at Jamestown-Making Decisions Worksheet

Laws from the General Assembly of Virginia Handout

SAFETY CONSIDERATIONS:

Not Applicable

ASSIGNMENT:

Your job, as a member of this group, is to consider the law you have been assigned, including the reasons for these laws in the first place and how effective they are in Virginia. Are the reasons for these laws and their effect sufficient enough to keep them as they are? Now, evaluate their impact upon people in England who may wish to invest in the colony or immigrate to the colony.

You will need to make decisions about whether to keep the laws as they are or to make some changes.

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:5

Subject: U.S. History

Grade Level: Middle level

Unit of Study: Bill of Rights
Independence and Your Rights

Lesson Topic: Declaration of

INSTRUCTIONAL OBJECTIVES:

- Students will read and discuss the Declaration of Independence and the Declaration of Sentiments.
- Students will discuss how the rights of the colonists and women were being violated.
- Students will discuss and write about their own personal rights and how their rights are neglected or violated.

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

Time: 5 minutes

1. Write on the board: "Taxation without representation is tyranny." Ask students what does this phrase mean?

INSTRUCTION: (Procedure)

Time: 2 days

1. Have students read the American Declaration of Independence and discuss the events that led to the Declaration.
2. Review the Declaration of Independence with students, and have them identify the specific arguments for independence.
3. Have students read the Declaration of Sentiments and discuss the forces that led Stanton to write it.

4. Review the Declaration of Sentiments with students. How is this document similar to the Declaration of Independence? Why did these women feel their rights were being violated?
5. Discuss with students ways that their rights are violated, in the same vein as the two declarations read. Who has sovereignty over their lives? Are they taxed without being represented? Did they know that, before 1971, Americans had to be 21 in order to vote?

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Ask questions about the lesson during question and answer session

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

Time: 5 minutes

Students will complete an exit card.

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

Students write a personal Declaration of Independence, in the manner that the Declaration of Independence is written.

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

Paper and pen

The Declaration of Independence

The Declaration of Sentiments

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT:

Students write a personal Declaration of Independence, in the manner that the Declaration of Independence is written.

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:6

Subject: U. S. History

Grade Level: Middle Level

Unit of Study: American Presidents
Washington Biography

Lesson Topic: George

INSTRUCTIONAL OBJECTIVES:

- Students will read and discuss biographical information about George Washington.
- Students will discuss how Washington developed the values, principles, and skills that made him an effective leader.

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

Time: 5 minutes

1. Make a list on the whiteboard of all the things the students know about George Washington. Keep the list up and add to it after the lesson has been taught.

INSTRUCTION: (Procedure)

Time: 50 minutes

6. Divide the class into four groups. Assign each group a section of George Washington's Biography.
7. Have each group read and discuss their section of the biography.
8. As the students read they will find the definitions of the words printed in boldface.
9. The students will prepare a short summary of what they studied for the rest of the class.

10. Have each group/leader present its summary (groups presenting in chronological order)

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

The students will be given a scratch and learn card after they read. The students will have to find the correct answer to each statement which can be found in the biography.

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

Time: 10 minutes

The students will add more words to describe Washington to the list created before the lesson started. Then circle all the characteristics the students think made Washington a good leader. Review the list and make a new list including only the characteristics the students think all good leaders should possess.

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

Ask students questions about George Washington after they finish reading their section of the biography.

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

Paper and pen

Biography of George Washington

Scratch and learn cards

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT:

The students will use the list of characteristics of a good leader to create a definition of a good leader. Then the students will write a short essay of why they would or would not be a good leader based on the list of characteristics of a good leader.

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:7

Subject: U. S. History

Grade Level: Middle level

Unit of Study: Communication
Communication

Lesson Topic: War and

INSTRUCTIONAL OBJECTIVES:

Navigate the Internet and use print sources to find and record information on several types of communication.

Work in teams of three or four to choose three methods of communication to compare,

Work in teams to choose some type of graphic organizer to represent their findings and share them with peers.

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

Time: 10 minutes

Discuss the meaning of the word communication. Ask students to name some types of communication. Discuss with students different communication devices during war times. Write the list of devices on chart paper.

INSTRUCTION: (Procedure)

Time: 2 days

Provide students with print resources and URLs or printouts of the Web sites suggested to demonstrate various types of communication

Give each student a sheet of paper divided into three columns. Ask students to look at the resources, choose three types of communication, and record them at the top of each column. Under each heading, students should take notes about that type of communication.

Divide the class into teams of three or four students. Instruct students to choose which three forms of communication they would like to compare.

Teammates then work together to find at least five similarities or differences for each method of communication. They must list five to receive a passing grade, and more items under each category will yield a higher grade.

Once team members agree on the information, ask them to choose an appropriate graphic organizer to display their findings for the entire class. Students on each team work together to complete the comparison on chart paper and choose one team member to explain the diagram to the entire class.

When each group is finished, hang the charts around the room. Let the class view the charts while one member of each team stands by the display to explain the team's findings.

Later, have students who viewed the charts share their observations with the team member who shared the information with the class.

If necessary, prompt students to share inferences or other higher level thinking observations with the group.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

View each groups list of the three different types of communications that they compared.

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

Time: 10 minutes

On an exit card, the student's will write down which type of communication they thought was the best. And Why?

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

Observe students during individual and team sessions. Evaluate individual students on charts and recorded information and how well they worked with teammates to complete the task. Evaluate teams on neatness and accuracy of their charts, with a minimum of five similarities and differences under each of three categories to receive a passing grade.

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

Paper and pen

Graphic Organizer: (Compare and Contrast, Venn diagram, etc.)

Computers with internet access

Chart paper and markers

Suggested websites on communication

SAFETY CONSIDERATIONS:

Students will be given the internet safety worksheet before this lesson

ASSIGNMENT:

Research different types of communications during War time.

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/2008 Plan No.:8

Subject: History

Grade Level: Middle level

Unit of Study: Symbolism of the Flag Lesson
Mean?

Topic: What Does the Flag

INSTRUCTIONAL OBJECTIVES:

- List ways in which the American flag is used.
- Discuss the symbols within the American flag and some ways in which the flag has been used as a symbol of the Unites States.

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

Time: 10 minutes

Reading a Poem by Johnny Cash titled "Ragged Old Flag".

Discuss the poem. What made the old man in the poem proud of the flag? According to the old man, where had the flag been? Do you think he was talking about the flag in front of the courthouse or the American flag itself? What would you say the flag meant to the old man?

INSTRUCTION: (Procedure)

Time: 50 minutes

Explain to the students that the flag is important to Americans. For example, think about medal-winning athletes who break into tears when they see the flag. People associate the flag with our country's ideals and its history. In this lesson, students decide what the flag means to them.

Share with the class an appropriate number of the following images and their captions from EDSITEment resources. For each, ask students to write one sentence describing what the picture brings to mind about the American flag and the United States. They should react to each image you present, even if they are unfamiliar with the historical moment portrayed.

- Betsy Ross, Washington and the Flag, available on America's Library: The flag as a symbol of our country's history.
- U.S. Marines raising the American flag over Mount Suribachi, Iwo Jima, in February 1945, available via a link from American Memory: The flag as a symbol of the fight for freedom around the world.
- "Photograph of President Lyndon B. Johnson placing a wreath before the flag-draped casket of President John F. Kennedy, during funeral services for Kennedy in the Capitol rotunda," available on Digital Classroom.: The flag as a symbol of American heroes who died in service to our country.
- Flag on the Moon, available on Man on the Moon, a link from Internet Public Library: The flag as a symbol of our country's technological achievements.
- Michael Johnson with American Flag, available on the International Olympic Committee website: The flag as a symbol of individual achievement by American heroes.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Teacher will ask the students question during the lesson to make sure they understand the lesson.

Show students other photo's of the American Flag and see what they think it symbolizes.

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

Time: 10 minutes

Discuss the images and the students' reactions. Which images stirred the students the most? What does the flag mean to the students?

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

Thumbs up, Thumbs down

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

Poem by Johnny Cash titled "Ragged Old Flag".

Different Photos of the American Flag

Paper and pens

SAFETY CONSIDERATIONS:

Internet safety handout before the lesson.

ASSIGNMENT:

Now that the class has reacted to various images of the flag, students will attempt to determine if older Americans react in a similar way. The students will find out: What does the flag mean to their parents and/or other significant adults in their lives?

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:9

Subject: U S History

Grade Level: Middle level

Unit of Study: The Bill of Rights
Cases

Lesson Topic: U.S. Supreme Court

INSTRUCTIONAL OBJECTIVES:

Students will write a short activity about a Supreme Court case.

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

Time: 15 minutes

What do you know about the Supreme Court? The teacher will guide a discussion with these questions. What does it mean to declare a law unconstitutional? What, if anything, does the Constitution say about "declaring laws unconstitutional"?

What do you know about?

- What the Supreme Court does?
- Who serves on the Supreme Court?
- How the Court functions?
- How a case gets to the Supreme Court?
- Why the Supreme Court agrees to review a lower court's decision?
- The kinds of cases heard by the Supreme Court?

Have a volunteer to write down the responses on chart paper.

INSTRUCTION: (Procedure)

Time: 50 minutes

1. Divide students into four groups and assign each group a Supreme Court case.
2. Review the cases with the class. Remind students that the Supreme Court can find state and other laws to be constitutional or in violation of the U.S. Bill of Rights, in which case it may overturn them.
3. Tell students that each group will read about one case and write a brief summary.
4. Ask each group to work together to write a two-paragraph summary of the Supreme Court's opinions in their case. Tell students that their summary must not reveal the court's decision.
5. Next, ask each group to write five or six multiple-choice questions about the issues behind the case. Then have each student in the group poll at least five students outside class by first having them read the two-paragraph summary of the case and then having them answer the questionnaire. Students should tabulate the results.

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

Summary of the Supreme Court's case that they were assigned.

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

Time: 20 minutes

1. Conclude by asking each group to share with the class the summary of its Supreme Court case and the results of their poll about that case. Ask students in each group if they agreed with the court's decision. If time permits, ask the class how the Supreme Court's decision in each of these cases is relevant to their lives.

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

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students demonstrated a clear understanding of the Internet as a research tool; worked cooperatively to write a clear, concise summary of a Supreme Court case and multiple-choice questions; and actively participated in the class discussion on the Supreme Court's relevance to society today.
- **Two points:** Students demonstrated some understanding of the Internet as a research tool; worked somewhat cooperatively to write a clear, concise summary of their Supreme Court case and multiple-choice questions; and took some part in the class discussion on the Supreme Court's relevancy to society today.
- **One point:** Students demonstrated little understanding of the Internet as a research tool; had trouble working cooperatively to write a clear, concise summary of their Supreme Court case and multiple-choice questions; participated little or not at all in the class discussion on the Supreme Court's relevance to society today.

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

Chart paper and markers

Paper and pen

Copies of Supreme Court Cases

SAFETY CONSIDERATIONS:

Not applicable

ASSIGNMENT:

Write five or six multiple-choice questions about the issues behind the case.

Brief summary of the case

Reflect back on the questions from the Introduction of the lesson and the responses from the chart paper and consider the Supreme Court cases that they had to read.

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

SAMPLE DAILY LESSON PLAN

Name: Tamika Williams

Date: 06/20/08 Plan No.:10

Subject: U. S. History

Grade Level: Middle level

Unit of Study: American Revolution
Forge

Lesson Topic: Saratoga to Valley

INSTRUCTIONAL OBJECTIVES:

The students will understand the following:

The conditions under which the American Revolution was fought during the period 1777 until July 1778 were indeed harsh.

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

Time: 5 minutes

Ask students what they might write in a journal or a diary. Write down the responses on chart paper.

INSTRUCTION: (Procedure)

Time: 2 days

Help students appreciate the difficulty enlisted men and generals, on either side, faced during the Revolutionary War in keeping track of their experiences.

Ask students to assume that they are at a battle site or in a camp and somehow have secured paper or parchment and a pen and ink.

Their assignment is for each to write a diary entry that tells about the writer's experiences on a significant day of the war during 1777 and up until July 1778.

To focus this assignment as much as possible, tell students that they must write from the point of view of one of the following men:

On the American side

Washington
Gates
von Steuben

On the British side

Howe
Clinton
Burgoyne

In addition, the writer of each diary entry must begin the entry with a specific date (anytime in 1777 until July 1778) and the name of the place where he or she is composing it. Students should choose one of the following locations:

Brooklyn Heights
Fort Ticonderoga
Germantown
Harlem Heights
Monmouth Courthouse
Philadelphia
Princeton
Saratoga
Trenton
Valley Forge
White Plains

CHECKING FOR UNDERSTANDING: (Supervised and independent practice)

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

Time: 15 minutes

On an exit card write 3 concepts the students learned.

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

You can evaluate your students' diary entries using the following three-point rubric:

Three points: inclusion of date and place; three pieces of verifiable information and three pieces of invented information (as outlined in Procedures); totally coherent and unified paragraphs; error-free grammar, usage, and mechanics

Two points: inclusion of date and place; two pieces of verifiable information and two pieces of invented information; mostly coherent and unified paragraphs; some errors in grammar, usage, and mechanics

One point: inclusion of date and place; lacking at least two pieces of verifiable information and two pieces of invented information; paragraphs lacking coherence and unity; many errors in grammar, usage, and mechanics

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

Textbook

Internet Access

Chart paper

SAFETY CONSIDERATIONS:

Internet safety worksheet prior to lesson being taught.

ASSIGNMENT:

Diary

Their assignment is for each to write a diary entry that tells about the writer's experiences on a significant day of the war during 1777 and up until July 1778.

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