

Lesson Plan



Teacher:	Wardensky	Grade Level and Subject:	4th Social Studies	Time Frame:	45 minutes
SOL Objectives					
VS.8a-c The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by a) identifying the effects of Reconstruction on life in Virginia; b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.					
Essential Questions		Learning Objectives		Assessments	
Virginians faced serious problems in rebuilding the state after the Civil War. The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back. “Jim Crow” laws affected African Americans and American Indians. After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia’s economy.		The students will work in collaborative groups to “Breakout” by finding and working to unlock the 4 locks to breakout with at least 50% of student groups successful.		Teacher observation: - Working in Collaborative group - Use of hint cards (What kind of questions are they asking?) - Breakout	
Instructional Procedures				Differentiated Activities and Strategies	
The teacher will: - Explain the rules of a digital breakout to students. Making sure to explain that anything can be a hint. (Read, Read, Read!) See attached sheet for how to implement a digital breakout. - Divide students into cooperative groups of 2 - Pass out hint cards and explain how to use them. (2 per group) - Use iStation to show QR code then timer for the breakout - Start the digital breakout - Walk around and give hints if students have hint cards, otherwise offer no help. - Debrief after the digital breakout is over. The students will:				- Students will work at their own pace to complete the digital breakout with their group. - If a student can’t work with a group he can work alone. - If they finish early they can choose to try a different breakout.	

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• Scan the QR code with iPads and select “go online” • Click the Tribe the class voted on to go to that digital breakout. • Students work in a collaborative group to solve the 4 different locks to “Breakout” • Celebrate your successes and failures.	<table><tr><th>Teacher Checklist</th></tr><tr><td> ☒ Critical thinking / Problem-solving ☒ Communication / Collaboration ☐ Transformative Connection ☐ Project Based Learning ☒ Higher Order Thinking Questions (Analytical, Synthesis, Interpretive, Evaluative) Notes: </td></tr></table>	Teacher Checklist	☒ Critical thinking / Problem-solving ☒ Communication / Collaboration ☐ Transformative Connection ☐ Project Based Learning ☒ Higher Order Thinking Questions (Analytical, Synthesis, Interpretive, Evaluative) Notes:
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