

2023 GROVE CITY COLLEGE DEPARTMENT OF EDUCATION

History/English Timeline Lesson Plan

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I. TOPIC:

Teaching history and english in a 3rd grade classroom

II. OBJECTIVES/STANDARDS:

In this lesson TSWBAT correctly place events in our history, in order, according to the content taught of both Abraham Lincoln and the skills of using text to write a letter from the standpoint of a Civil War soldier. Our predicted accuracy we expect to be around 80% which will be measured by the students' proper use of grammar, sentence structure, and correct dates.

Standard - CC.1.2.3.C (English)

Standard - CC.8.2.5.B (History)

III. TEACHING PROCEDURES:

- 1) Introduction (Anticipatory Set) - At the beginning of the class, have the students participate in a Blooket with engaging questions about Abraham Lincoln's life and what he did for the United States.
 - a. Raise of hands: Ask students what they know about Abraham Lincoln and what he did for our country.
 - b. Then start the Blooket, have the students answer each question, then discuss and add a further explanation for each question.
 - c. Inform the students how important Abraham Lincoln was and how he changed history by issuing the Emancipation Proclamation, which eliminated slavery for African Americans. Explain that he also created and built the Republican party into a strong organization.
- 2) Development -
 - History/english slideshow (read through and ask questions to students to engage them and help them understand)
 - Connection between two topics
- 3) Guided and Independent Practice/Assessment -Writing a letter in canva from a soldier's standpoint and designing the background to something that looks historically accurate
 - Use knowledge from lesson and pick 2 dates that you want to talk about

- Put yourself in a soldier's perspective
 - Write a paragraph telling your point of view from two events with the dates picked prior
 - Have students apply grammar, punctuation, capitalization, and other writing skills in their letter, while using the history information from the Blooket and classroom material
- 4) Closure - Draw attention to the end of the lesson by consolidating and reinforcing major objectives.
- Reiterate what we learned
 - Have students read their letters if they choose
 - Ask follow-up questions
 - Ask if students have any questions or need further clarification

IV. MATERIALS:

- a. Blooket
- b. Abraham Lincoln informational slideshow
- c. Canva
- d. Bitmoji Classroom
- e. ScreenPal

Include name(s) of the texts or workbooks as appropriate.

V. ADAPTATIONS/PLAN MODIFICATIONS:

The teacher might have to adjust pacing for students who have diverse academic backgrounds (hearing impaired/special needs). So that the student receives all the essential information from the lesson plan. The teacher should provide materials for the hearing interpreter ahead of time so that the interpreter will be knowledgeable and familiar with what the lesson plan entails. Students with autism can work with their partner/aid writing 2-3 sentences of the history of Abraham Lincoln in Canva. Students with ADHD can have more time working on their letter or other materials, and if needed, they can move around in the classroom, finding another area to do their work.

VI. EVALUATION:

1. Formative – Students completed their Blooket activity and answered questions relating to the history of Abraham Lincoln. Students also used their History and English skills to pretend they were writing as soldiers and sending letters to Abraham Lincoln addressing historical matters of the time period.

VII. REFLECTION:

1. If students were confused, what could the teacher do better when giving instruction and helping the students understand?
2. Did students pay attention and were they involved in the learning process?
3. Were the students adequately working on their English/writing skills (grammar usage, capitalization, punctuation) while learning about the history of Abraham Lincoln during the Civil War era.