Lesson Plan 1

Date: October 5, 2022 Subject: History Grade Level: 7th Grade Time needed: 50 minutes

Preliminary Planning

Topic/Central Focus: Taxation On The Colonies

Prior Student Knowledge: Students have prior knowledge on the French v Indian War and showing how much it had cost the British to fund that war. They will notice why the colonies were being taxed in the first place.

Illinois Learning Standard (s) addressed:
SS.3-5 IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.

Common Core State Standard (s) addressed:
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

Social Emotional Learning Standard (s) addressed:
SEL.2A.3b Analyze how one's behavior may affect others

Objectives:

1. Given a lesson on taxation on the colonies, students will be able to recall 3 ways on how the British taxed colonists after the French v Indian War.
2. Given a lesson on taxation on the colonies, students will be able to identify how political cartoons were used during the time.
3. Students will cite specific textual evidence to support analysis of the political cartoon primary source

Learning Targets

1. I can construct an explanation using reasoning on how the British taxed colonists after the French v Indian War, through giving examples of these taxes.
2. I can construct an explanation using reasoning on how political cartoons were important during the time of British taxation on the colonies by viewing primary source documents on how colonists have thought during that time.

3. I can cite specific textual evidence to support analysis of the political cartoon primary source

Differentiation/Planned Support:

Whole Class: Students will listen to presentation and take notes based off the slides that appear on the screen. The assignment is based off the notes they have taken, and everyone will be able to complete it if all the notes have been filled out. What they will do is listen to presentation and complete guided notes then after guided notes, political cartoon analysis.

Students with IEP's or 504 plans: Students will listen to presentation and be given the actual notes that go along with presentation, so that they can go at their own pace and not become overwhelmed. They will then watch videos that go along with presentation explaining the meanings behind certain slides. The notes they are given will allow them to complete the assignment that goes along with the presentation. The notes will be filled out already for them they just need to copy it onto their own notes.

Formative Assessment (Process):

FA 1 Political Cartoon Analysis – Students will be given a political cartoon that is connected to the lesson taught and they can use their completed guided notes and a partner to complete assignment

FA 2 Exit Slip – Students will be given exit slip with question "Give 3 ways the British have taxed the colonist" this will give me an idea on that they have learned about these things and can also give examples through reasoning on how the colonists have thought about these taxes being given with no representation in Parliament

Summative Assessment (Product): Students will take a post test that includes the taxation on the colonies and the objectives for them to meet at the end of the unit

Preparation: Create guided notes and print them for class, choose information needed on slides for students' ability to learn, create political cartoon analysis with questions that correlate with material that was given during lesson and goes along with cartoon being viewed

Technology used: Google slides, computer, projector

Instructional Plan

Engage, Connect, and Launch:

Engage: "Can anyone tell me what taxes do" students will then give examples of how taxes influence our society, if not I will lead them onto ideas how taxes influence our society and construct our infrastructure around us or how some people are paid. This can also go as learning what taxation is in this context of history.

Connect: "Taxes were also used during the 1700s by the British onto American colonists"

Launch: "Today we will learn about taxation on the colonies and how the British were influenced to do so due to the French v Indian War."

Sequence of Learning Activities:

Activity #1: Guided notes

1. Students will be given notes that will follow along with presentation
2. By going through the notes, students will notice how the British were taxing the colonies due to their role in the French v Indian War
3. While taking notes, I will go through other information that is not on slide so those filling out notes still have time to do so
4. Students will be asked questions on what type of source they are viewing based off presentation, it will have been a primary source pamphlet from that time
5. Students will learn about the importance of "No Taxation Without Representation" and what that means
6. Students will learn how the Sons of Liberty and Daughters of Liberty were able to influence change onto the colonies through things they have done

Transition

After guided notes students will be handed a political cartoon analysis

Activity #2: Political Cartoon Analysis

1. Students will be given instructions on how to complete the political cartoon analysis
2. Once instructions have been given, students will be allowed to work in pair to complete assignment, groups will be based off who they decide to work with if guided notes go well
3. Students will complete questions on the political cartoon
4. Once finished we will go over questions as a class and each student will receive full credit for completing assignment

Transition

After political cartoon analysis students will be handed an exit ticket based on today's lesson

Closure: **Students will be given an exit ticket so they can write down 3 ways the British have taxed the colonists**

Assignment: There will be no assignment unless the student has not completed their political cartoon analysis

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning):
Students were able to complete assessment with 100% accuracy

Reflection of Teaching/Reflective Commentary (include ideas to improve):
Become much clearer when it comes to giving out directions.

Lesson Plan 2

Date: October 12, 2022 Subject: History Grade Level: 6th Time needed: 50 minutes

Preliminary Planning

Topic/Central Focus: **The Colonies Declare Independence**

Prior Student Knowledge: **Students have prior knowledge on why the colonies wanted to break away from Britain. They understand 3 reasons why the colonist were upset with the taxation on goods and what troops were doing in the colonies.**

Illinois Learning Standard (s) addressed:
SS.3-5 IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.

Common Core State Standard (s) addressed:
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

Social Emotional Learning Standard (s) addressed:

SEL.2A.3b Analyze how one's behavior may affect others

Objectives:

4. Given a lesson on the colonies declaring independence, students will be able to recall 3 ways the British has caused wrongdoing to the colonies.
5. Given a lesson on the colonies declaring independence, students will be able to recall the 4 things a free independent country can do now, for example, what the U.S. can do after independence.
6. Students will read the arguments that colonists were using to declare independence from Britain and be able to explain them.

Learning Targets

4. I can construct an explanation using reasoning on how the colonist's declared independence from Britain.
5. I can construct an explanation using reasoning on how the average colonists voice was important during this time of the American Revolution and bring up primary source documents using examples of colonist's voices.
6. I can cite specific textual evidence to support analysis of what colonists had believed at the time.

Differentiation/Planned Support:

Whole Class: Students will listen to presentation and take notes based off the slides that appear on the screen. The assignment is based off the notes they have taken, and everyone will be able to complete it if all the notes have been filled out. What they will do is listen to presentation and complete guided notes then after guided notes, analyze primary source and complete questions based on notes.

Students with IEP's or 504 plans: Students will listen to presentation and be given the actual notes that go along with presentation, so that they can go at their own pace and not become overwhelmed. They will then watch videos that go along with presentation explaining the meanings behind certain slides. The notes they are given will allow them to complete the assignment that goes along with the presentation. The notes will be filled out already for them they just need to copy it onto their own notes.

Formative Assessment (Process):

FA 1 Analyze primary source reading that colonist wrote during revolution – Students will be given a primary source document and they can use the text, their notes, and a partner to complete the assignment.
FA 2 Questions based on lesson – Students will answer questions based off their guided notes, students will be able to use their notes to answer the questions and can also pair up with partner.

Summative Assessment (Product): Students will take post test that includes the colonies declaring independence and the objectives for them to meet at the end of the unit.

Preparation: Create guided notes and print them out for every student, choose the information I will be covering, create questions based off lesson and objectives, acquire primary source that colonist had written during time of revolution.

Technology used: Google slides, computer, projector

Instructional Plan

Engage, Connect, and Launch:

Engage: "Can anyone tell me what independence means to them" Students will give me examples of what independence means to them. They will mostly bring up things at home or things at school they can do. They may also bring up independence in countries. I will then lead us into a conversation of wanting independence from a ruling factor.

Connect: "The colonists fought for independence just like some of you have, but their independence was much more different"

Launch: "Today we will learn about the colonist's declaring independence from Britain"

Sequence of Learning Activities:

Activity #1: Guided notes

7. Students will be given notes to follow along with presentation
8. By going through the notes, students will notice how the pamphlet Common Sense played a role in changing minds of colonists
9. They will then find out why Thomas Paine called his pamphlet, Common Sense
10. We will go over congress voting for independence
11. Learn that delegates could face death for signing for independence
12. Go through Declaration of Independence, including preamble and three main parts

13. Learn about natural right and what natural right is
14. Talk about British wrongdoings on the colonies and learn what King George III was doing that made colonists fight for independence

Transition: After noticing that colonists were fighting for independence, we will then move onto the primary source document written by a colonist during the time who was upset with the British wrongdoings

Activity #2: Analyze a reading that a colonist wrote during the fight for independence

5. Go over reading with class
6. Class will then choose partners and go over reading
7. Students will answer questions that go along with the primary source document and be able to cite from the text with evidence on why the colonists were revolting and what the British were doing wrong towards them

Transition: After this is complete, we will answer the questions on the back of guided notes for quick review and understanding of lesson

Activity #3: Questions based on lesson

1. Go over questions with class
2. Allow students to work with partners if they would like
3. Walk around and see if students can answer the questions and grasp a basic understanding of what they needed to learn
4. Turn in for completion

Transition: Collect questions on guided notes then hand out exit ticket to make sure students know at least 3 wrongdoings the British had done onto the colonies

Closure: Students will be given an exit ticket so they can write down 3 ways the British had caused wrongdoing to the colonies

Assignment: There will be no assignment unless the student has still not completed their questions based off notes, or primary source reading.

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning):
Students able to recall information on assessment. All students had 100% success rate on exit ticket
Reflection of Teaching/Reflective Commentary (include ideas to improve):

Fill up the dead air and continue talking even after done talking about the main points. Allow time for students to finish guided notes.

Lesson Plan 3

Date: October 19, 2022 Subject: History Grade Level: 7th Grade Time needed: 50 minutes

Preliminary Planning

Topic/Central Focus: Winning the War in the South

Prior Student Knowledge: Students have prior knowledge on the leading up to the Revolutionary War. Have students evaluate the status of the two armies at this point in the war. Ask which side seems to have the better hope of victory. Why?

Illinois Learning Standard (s) addressed:
SS.3-5 IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.

Common Core State Standard (s) addressed:
SS.3-5 IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.

Social Emotional Learning Standard (s) addressed:
SEL.2A.3b Analyze how one's behavior may affect others

Objectives:

7. Explain why Britain decided to start fighting in the South.
8. Discuss how the Americans and the French defeated the British at Yorktown.
9. List the terms of the Treaty of Paris.
10. Describe why Americans won the war.

Learning Targets

7. I can explain why Britain decided to start fighting in the South.
8. I can discuss how the Americans and the French defeated the British at Yorktown.
9. I can list the terms of the Treaty of Paris.
10. I can describe why Americans won the war.

Differentiation/Planned Support:

Whole Class: Students will listen to presentation and take notes based off the slides that appear on the screen. They will then watch videos that go along with the lesson. After they are finished taking notes and watching videos, the class will complete their assignment. The assignment is based off of the notes they have taken, and everyone will be able to complete it as long as all the notes have been filled out.

Students with IEP's or 504 plans: Students will listen to presentation and be given the actual notes that go along with presentation, so that they can go at their own pace and not become overwhelmed. They will then watch videos that go along with presentation explaining the meanings behind certain slides. The notes they are given will allow them to complete the assignment that goes along with the presentation.

Formative Assessment (Process):

FA 1 Observation- Walk around in between slides to make sure that students are following along and taking notes

FA 2 Exit Slip- students will give three things that they learned about the Revolutionary War

Summative Assessment (Product): Students will take a post test that includes the Revolutionary War and the objectives for them to meet at the end of the unit

Preparation: make google slides presentation, choose specific YouTube videos that correlate with the material, make the guided notes, print the guided notes.

Technology used: Google slides, projector, computer, YouTube

Instructional Plan

Engage, Connect, and Launch:

Engage: "What do we remember about the French and Indian War?" (Let students respond) "Right! These are some key points from that war"

Connect: “These events are similar to what had happened in the Revolutionary War, but there are some notable differences”

Launch: “Today we will be discovering those differences, so let’s all put away everything off our desks and take out something to write with!”

Sequence of Learning Activities:

Activity #1: Guided notes

15. Go through presentation
16. Have students fill in the blanks for their notes

Transition

Turn on video clips

Activity #2: Show videos

8. Students will watch videos from the movie The Patriot and see what some of the most important battles in history of the Revolutionary War looked like
9. We will discuss as a class on what we have watched within the clips I have shown them

Transition

Hand out assignment

Activity #3: Assignment

5. I will explain assignment and make sure students understand each question
6. Once assignment has been explained students will break off into partners and complete the questions that go along with the guided notes

Transition

Give out exit ticket

Closure: Students will be given an exit ticket so they can write down 3 things, it can be something interesting they found, a question they have, or something new they have learned

Assignment: No homework!!!!!!

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning): A week after lesson students were able to recall information on how the south was an important battleground during the revolutionary war on their unit test.

Reflection of Teaching/Reflective Commentary (include ideas to improve): A way I can improve is by becoming better at filling the air while students take notes and given instructions before students are handed out assignment.

Lesson Plan 4

Date: November 16, 2022 Subject: History Grade Level: 7th Time needed: 50 min

Preliminary Planning

Topic/Central Focus: Government, Citizenship, and the Constitution

Prior Student Knowledge: Students have an understanding that there is a Constitution for the United States. Students also have an understanding that there are different aspects apart of the Constitution, but do not know what those are exactly yet. Students also know how to work well in groups in and outside of the classroom.

Illinois Learning Standard (s) addressed:

S.6-8.CV.2.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.

Social Emotional Learning Standard (s) addressed:

SEL.2C.3b Demonstrate cooperation and teamwork to promote group effectiveness

Common Core State Standard (s) addressed:

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Objectives:

1. Given guided notes and access to the textbook, students will provide and describe three important pieces of information from the Constitution

2. Given group work, students will come up with 1 way that promotes group effectiveness

3. Given a Quizizz, students will demonstrate their understanding of key terms with 90% accuracy

Learning Targets

1. I can provide information
2. I can promote group effectiveness
3. I can demonstrate an understanding

Differentiation/Planned Support:

Whole Class: The whole class will do their guided notes and listen as the teacher gives information about the Constitution and things regarding that. The students will then do an exit slip for that activity giving a few things they have learned written down to be collected. Students will then work with groups and figure out ways that create effective group work. They will then create a poster together that deals with things from this given section of the chapter. The students will then take a Quizizz individually and turn in their percentage once they are finished.

Groups of students with similar needs (struggling learners or readers; gifted):

Individual students: OR

Students with IEP's or 504 plans: Students will listen to the presentation and be given the actual notes that go along with the presentation, so that they can go at their own pace and not become overwhelmed.. The notes they are given will allow them to complete the assignment that goes along with the presentation. The notes will be filled out already for them they just need to copy it onto their own notes

Formative Assessment (Process):

FA 1-exit slip-students will be given an exit slip asking for three different pieces of information that they learned and to describe them

FA 2-verbal group idea-each group to come up with one way to have effective group work

FA 3-informal assessment (quizizz)the students will screenshot their score at the end and send it via email with a goal of 90% accuracy

Summative Assessment (Product): Students will be taking a State Constitution Test from the given information of this day and future lessons on the Constitution.

Preparation: create powerpoint, print guided notes, get poster boards, create Quizizz, create exit slip

Technology used: Chromebooks, projector, computer

Instructional Plan

Engage, Connect, and Launch:

Engage:

(show this picture) “When you see this picture, what do you all think of?” (let students answer)

Connect: “These are all great things, some of you were on point, this is the day of the signing of the Constitution, which is what we will be learning more of today”

Launch:”So, let’s put everything away and take out a pencil so we can dig deeper into what is apart of the Constitution!”

Sequence of Learning Activities:

Activity #1: (guided notes) (15 min)

1. Students will have be given notes that go along with the powerpoint that I have created
2. As we are going through the notes students will learn about how the Preamble sets goals, the different branches of government and their duties, the seven basic principles, Articles and Amendments of the Constitution with a heavy focus on several of those.

3. As the students are taking notes, I will give information that is not in their guided notes so that it gives them time to write and it doesn't rush them, so that they absorb the information
4. After the guided notes, students will then be given an exit slip asking for three different pieces of information that they learned and to describe them (FA 1)

Transition: Students will put away their guided notes and wait for instructions on next group activity

Activity #2: (poster design with group) (20 min)

1. Students will work in groups of four and can pick their groups
2. Before describing the activity, teacher will go over what good group work is
3. The teacher will then turn it to the students, for each group to come up with one way to have effective group work (FA 2)
4. As the students are describing their ways, the teacher will write on the board these ideas so students can look back on it when working with their group members
5. After all of this, teacher will then describe to the students that they will be creating a poster together with their group members
6. The poster will include one of the seven basic principles and one of the six preamble goals. The poster should include images and descriptions of these principles/goals. The students will be able to use their Chromebooks and their textbooks in order to help them achieve this.
7. After about 10 minutes, the students will present their poster. If it takes longer than 10 minutes then we will present tomorrow to make sure we have time for the quizizz.

Transition: Tell the students that they did a really good job and to now go back to their designated seats for a Quizizz

Activity #3: (Quizizz) (10 min)

1. Students will sit in their designated seat and will be given a Quizizz code
2. This Quizizz is individual work so they will need to make sure they have their eyes on their own Chromebooks
3. The Quizizz will consist of 20 questions and the students will screenshot their score at the end and send it via email with a goal of 90% accuracy (FA 3)
4. After students send their scores, they will be able to pack up for the next class

Closure: You all did great today and we are becoming more and more prepared for our Constitution test that is coming up. Make sure you send your screenshot of your score if you have not already!

Assignment: none

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning):

Students were able to complete the quizizz, then proceed on completing the state constitution test. All students in class I taught passed this part of constitution test.

Reflection of Teaching/Reflective Commentary (include ideas to improve):

Be sure to control what group work looks like and what a group project poster design expectation should be. Make sure students stay on task during group work.

Lesson Plan 5

Date: November 18, 2022 Subject: History Grade Level: 8th Grade Time needed: 50 minutes

Preliminary Planning

Topic/Central Focus: Progressives In The White House

Prior Student Knowledge: Students have prior knowledge on the passing or assassination of presidents through learning about William McKinley and setting

the scene with the Pan American Exposition. They will understand why Theodore Roosevelt is now in the White House and what does happen once a president passes or gets assassinated while in office.

Illinois Learning Standard (s) addressed:
SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

Common Core State Standard (s) addressed:
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Social Emotional Learning Standard (s) addressed:
SEL.2A.3b Analyze how one's behavior may affect others.

Objectives:

11. Given a lesson on progressives in the White House, students will be able to recall 3 accomplishments of Theodore Roosevelt's Square Deal.
12. Students will cite specific textual evidence to support analysis of the political cartoons that had been shown throughout Roosevelt's presidency.
13. Given a lesson on progressives in the White House, students will be able to explain cause and effect from Roosevelt's Square Deal in the 3 ways it had affected big business.

Learning Targets

11. I can describe the differences between correlation and causation on Theodore Roosevelt's Square Deal, through giving examples of accomplishments that came out of the Square Deal.
12. I can cite specific textual evidence to support analysis of the political cartoon that had been shown throughout Roosevelt's presidency.
13. I can describe the differences between correlation and causation through the amount of importance that the Square Deal held, and the affects that had come from it.

Differentiation/Planned Support:

Whole Class: Students will watch the video then listen to the presentation and take notes based off the slides that appear on the screen. The assignment is based off the notes they have taken, and everyone will be able to complete it if all the notes have been filled out. What they will do is listen to the presentation and

complete guided notes then after guided notes, questions based on notes and the political cartoon analysis based off Roosevelt's presidency.

Students with IEP's or 504 plans: Students will watch the video then listen to the presentation and be given the actual notes that go along with the presentation already filled out, so that they can go at their own pace and not become overwhelmed. They will then watch videos that go along with presentation explaining the meanings behind certain slides. The notes they are given will allow them to complete the assignment that goes along with the presentation. The notes will be filled out already for them they just need to copy it onto their own notes.

Formative Assessment (Process):

FA 1 Political Cartoon Analysis – Students will be given a political cartoon that is connected to the lesson taught and they can use their completed guided notes and a partner to complete assignment

FA 2 Exit Slip – Students will be given exit slip with question "Give 3 accomplishments that had come from Theodore Roosevelt's New Deal" this will give me an idea on that they have learned about these things and can give examples of correlation and causation through the New Deals accomplishments

Summative Assessment (Product): Students will take a post test that includes Theodore Roosevelt's New Deal and the objectives for them to meet at the end of the unit.

Preparation: Create guided notes and print them for class, choose information needed on slides for students' ability to learn, get video that shows what had happened after William McKinley was assassinated and transition of power, create political cartoon analysis with questions that correlate with material that was given during lesson and goes along with cartoon being viewed that was relevant throughout Roosevelt's presidency

Technology used: Google slides, YouTube, computer, projector

Instructional Plan

Engage, Connect, and Launch:

Engage: "Can anyone tell me what happens if something happens to a president while they're still in office" students will then give examples of what happens and possibly examples on how power will transfer over to vice president.

Connect: “William McKinley was assassinated in 1901 by Leon Czolgosz”

Launch: “Today we will learn about Theodore Roosevelt’s time in presidency and the importance he had on big business through the creation of the New Deal”

Sequence of Learning Activities:

Activity #1: Guided notes

17. Students will be handed the guided notes needed to be filled out to complete assignment in the end.
18. I will start presentation with video on McKinley’s assassination and what this meant for the United States and the presidency at the time.
19. We will discuss how this assassination is different than others due to the last name of the perpetrator not being an Anglo-Saxon name, but Leon Czolgosz was born in Detroit, Michigan.
20. I will show that Roosevelt was the youngest president to come into office at the age of 42.
21. We will then go over Roosevelt’s ideas on big business and him being known as the “Trustbuster”.
22. I will show students a political cartoon and how political cartoons were made all throughout Roosevelt’s presidency due to his widely known public image and being someone who stands up for laborers.
23. While showing that political cartoon we will move into Roosevelt’s ideas on supporting labor and unions. Showing that Roosevelt was first president to standup for the laborers.
24. Then I will go into Roosevelt’s New Deal and how it was going against monopolies while running for president during 1904. Tell them how the New Deal was made to give everyone the same opportunities, from farmers and consumers to workers and owners.
25. We will then go through who Muckrakers were and their role they played during the Progressive Era on exposing drug and food companies.
26. We will then talk about Roosevelt’s ideas on conservation and his support he had made for the National Park Service that he had created.

Transition

After guided notes we will go onto the political cartoon analysis.

Activity #2: Political Cartoon Analysis

10. Students will be given instructions on how to complete the political cartoon analysis.
11. They will then be allowed to choose from 3 different political cartoons, one being about Roosevelt as a “trustbuster”, one about Muckrakers exposing drug and

food companies, and one about Roosevelt being seen as a frontiersman who was very loud about his opinions and who stood up for the laborers.

12. Students will go over political cartoon questions on their own and complete assignment.

Transition

Once students had completed the political cartoon analysis, students will be able to partner up and complete questions based on guided notes.

Activity #3: Guided notes questions

7. Students will open up their guided notes questions and be able to partner up with someone of their choice to complete the assignment.
8. Once students have done previous step, we will go over questions and make sure students understand what I want from them and what they should expect their answers should look like.
9. Once finished, students will receive credit for completing assignment.

Transition

Students will be handed exit ticket.

Closure: Students will be given exit ticket so they can write down 3 accomplishments that the Square Deal had done

Assignment: There will be no assignment unless the student has not completed their political cartoon analysis, or questions that go along with the guided notes.

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning):
Students were able to complete the exit ticket with 100% completion. All students had gotten a 100 on the assessment I had given them.

Reflection of Teaching/Reflective Commentary (include ideas to improve):
Go over directions much more thoroughly and make sure to walk around and check in on group partners to be sure they understand their assignment or if help is needed.

Lesson Plan 6

Date: October 29, 2022 Subject: History Grade Level: 7th
Time needed: 50 min

Preliminary Planning

Topic/Central Focus: Westward Expansion

Prior Student Knowledge: Students have an understanding that American people had the land and room for expansion. Students also have an understanding that there were hardships along the way and that weather had an effect. Students know how to work well in groups and can explain different ways that make good group work.

Illinois Learning Standard (s) addressed:

SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement

Common Core State Standard (s) addressed:

CCSS.ELA.SL.6.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Social Emotional Learning Standard (s) addressed:

SEL.2C.3b Demonstrate cooperation and teamwork to promote group effectiveness

Objectives:

1. Given guided notes and access to textbook, students will give three characteristics of how the weather affected the travelers

2. Given a group, students will create a 5 minute skit with three other students about their findings of what was learned

3. Given group work, after finishing their skit, each group will give atleast one thing that worked for their group to perform well

Learning Targets

1. I can explain how weather affected the travelers
2. I can work with others to create a skit

3. I can work with others and explain what was done well when working with others

Differentiation/Planned Support:

Whole Class: Students will listen and write as I explain the guided notes. They will then fill out the exit slip and turn that in after the guided notes. Students will then get into groups of four and collaborate together to create a skit of something that they learned today.

Students with IEP's or 504 plans: Students will listen to the presentation and be given the actual notes that go along with the presentation, so that they can go at their own pace and not become overwhelmed.. The notes they are given will allow them to complete the assignment that goes along with the presentation. The notes will be filled out already for them they just need to copy it onto their own notes

Formative Assessment (Process):

FA 1: Guided notes exit slip- Students will give three reasons on why the weather had an affect on the travelers and turn it in before moving on

FA 2: Skit- students will create a skit to ensure their understanding of the ideas of this chapter

FA 3: Students will (with their groups) explain what they did well in their groups to show how they collaborated

Summative Assessment (Product): Students will take a post test that includes Westward Expansion and the objectives for them to meet at the end of the unit.

Preparation: Create powerpoint, create guided notes, create instructions for skit, create exit slip for guided notes

Technology used: computer, projector

Instructional Plan

Engage, Connect, and Launch:

Engage: "What would you guys think if you saw a person walking down the street in an outfit that is made of animal hides and porcupine quills? (let the students give answers)"

Connect: “This may seem out of the ordinary, but this is what people, the mountain men who helped open up the Far West of the United States were often seen wearing in the 1800s”

Launch: “Today we are going to learn all about what was discovered and the struggles along the way of expanding West”

Sequence of Learning Activities:

Activity #1: Guided notes (15 min)

1. Students will be given notes that follow along with the presentation
2. When going through the notes, students will learn about where settlers spreaded, the jobs that were done by families, and finally getting to Oregon
3. As the students are taking notes, I will give information that is not in their guided notes so that it gives them time to write and it doesn't rush them, so that they absorb the information
4. Students will learn that there were many hardships along the way of getting to Oregon and that it took a lot of work
5. After the guided notes, there will be an exit slip for the notes that will be ripped off for the students to turn in. Students will give three reasons on why the weather had an affect on the travelers and turn it in before moving on (FA 1)

Transition: Students will put away their guided notes and I will explain that they will go into groups of 4 to perform a skit

Activity #2: Migration skits (35 min)

1. Students will be instructed to get into groups of four
2. Students will then be instructed to pick an area that was talked about (families working while moving, how the weather affected their travel, what was found along the way, etc.) and make a short skit of what they think that would look like (FA 2)
3. While creating this skit, explain to students that they should be working together and that they will give at least one way that they were able to work together well (whether that be assigning roles, giving each person time to talk, etc., make sure to give them examples)
4. Students will get 10 minutes to create their skit and each perform their skit in front of the whole class

5. After each skit, students will be reminded to give atleast one way that they were able to work well together (FA 3)

Closure: "I really enjoyed watching these skits and being able to see your learning come alive! Thank you for all your hard work and make sure to turn in your exit slip from earlier if you have not already, have a great next class"

Assignment: no assignment

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning):

Students were able to take posttest and show that they have hit every objective needed to have been learned.

Reflection of Teaching/Reflective Commentary (include ideas to improve):

Having students do skits was a great idea to get them moving. If a student did not want to perform in front of class, a separate assignment could have been given. But all students did choose to perform which was great.

Lesson Plan 7

Date: December 2, 2022 Subject: History Grade Level: 7th
Time needed: **50 minutes**

Preliminary Planning

Topic/Central Focus: Louisiana Purchase

Prior Student Knowledge: Students have an understanding that the United States added to their land throughout time. Students also have an understanding that there were many steps in getting here. Students have a good understanding of how to

effectively work in groups. Students also have an understanding on how to use an interactive tool online and answer questions to be able to send via email.

Illinois Learning Standard (s) addressed:

SS.6-8.G.12. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade

Social Emotional Learning Standard (s) addressed:

SEL.2C.3b Demonstrate cooperation and teamwork to promote group effectiveness

Common Core State Standard (s) addressed:

CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Objectives:

1. Given powerpoint notes, students will provide 3 reasons of how the Louisiana Purchase has influenced trade

2. Given group work, students will provide three ways that promote group effectiveness

2. Given an interactive map, students will identify and determine meanings of 15 different aspects of a map

Learning Targets

1. I can understand powerpoint notes
2. I can effectively work in a group
3. I can identify and determine meanings of a map

Differentiation/Planned Support:

Whole Class: Students will watch and listen to the guided notes with their full attention. They will then write three things about how the Purchase influences trade and turn that in. They will then play a Kahoot on the information that they learned. They will then get into groups and figure out ways to work in groups effectively. They will then complete the interactive map with their groups and send their answers through a screenshot and send it to their cooperating teaching via email.

Students with IEP's or 504 plans: Students will listen to the presentation and be given the actual notes that go along with the presentation, so that they can go at their own pace and not become overwhelmed.. The notes they are given will allow them to complete the assignment that goes along with the presentation. The notes will be filled out already for them they just need to copy it onto their own not

Formative Assessment (Process):

FA 1: exit slip (of activity) - students will write three different ways in which the Louisiana Purchase affect trade

FA 2: share out- each group will come up with three ways that promote group effectiveness

FA 3: exit slip (of class)- students will screenshot their answers and email them to my cooperating teacher

Summative Assessment (Product): Students will take a post test that includes Louisiana Purchase and the objectives for them to meet at the end of the unit.

Preparation: create powerpoint, create guided notes, find interactive map, find/create kahoot on Louisiana Purchase

Technology used: Chromebooks, laptop, projector

Instructional Plan

Engage, Connect, and Launch:

Engage: Ask the students who can tell me what are ways that we trade here in the United States? Let the students answer and look for things like through airplanes and boats.

Connect: Tell the students good job, that these are ways we trade goods and that there is an important purchase that helped with these trades, the Louisiana Purchase

Launch: Tell the students to take out a pen or pencil and get ready to learn about this purchase!

Sequence of Learning Activities:

Activity #1: (guided notes)

1. Students will listen to the powerpoint and take notes while listening.
2. Students will learn things about Louisiana Purchase, which includes the control of the Mississippi River, The Lewis and Clark Expedition, and how Zebulon Pike explored the West (Mississippi and Arkansas River, and parts of the present-day Colorado and New Mexico)
3. As the students are taking notes, I will give information that is not in their guided notes so that it gives them time to write and it doesn't rush them, so that they absorb the information
4. Students will write three different ways in which the Louisiana Purchase affect trade and turn it in as a mid-exit slip (FA 1)

Transition- Tell students to turn in their mid-exit slip if they haven't already and then tell them to take out their Chromebooks when they are done

Activity #2: (kahoot on Louisiana Purchase)

1. Ask students to go to Kahoot.it and give them the code
2. Students will play a Kahoot on the different aspects that we learned from the powerpoint/guided notes
3. I will say each question as it comes on the board for the students to hear and see it at the same time

Transition- Tell them they did a great job on the Kahoot and tell them to keep their Chromebooks out for the next activity

Activity #3: (analyzing map with group members)

1. Put students into groups
2. Go over with students different ways to promote effectiveness in groups, things like working together/equally, encourage one another, etc.
3. Have students collaborate and come up with two different ways that promote group effectiveness and have each groups share (FA 2)
4. Then, explain to students that they will be working together in their groups to analyze and find meanings of the map

https://www.docsteach.org/activities/student/growth-of-the-united-states-map

5. Once groups are finished, students will email their answers to the cooperating teacher and the cooperating teacher will send it to me in order to grade them (FA 3)

Closure: Tell them that they did a great job working together and that I cannot wait to see their answers from the interactive map, and tell them to have a great day with no homework, happy Friday!

Assignment: no assignment, happy Friday!!

Post-instructional Reflection

Assessment/Evaluation of Student Learning (evidence of student learning):

Students have completed exit ticket as well as take posttest which shown that they have learned the objectives that were needed to be accomplished. Students all completed interactive map assignment.

Reflection of Teaching/Reflective Commentary (include ideas to improve):

Don't always do exit tickets, although they are great; they can easily get old. The interactive map was a great use of technology and the students loved it, so one way to improve is use more technology.