Lesson Plan - History

Grade Level & Subject Area: 8th grade – Social Studies (American History)

Standards/Framework (State Standards, Content Standards, InTASC Standards
Standards: Era4.1.8.5 and Era4.1.8.6

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

This lesson is part of a series of lessons containing information before and after the Civil War. At this time, we have already gone through the Chapter regarding these topics. This lesson is for the students to go over the main acts and amendment that involved slavery. On the first day, they will be split up into groups and they will be given one of the acts/amendments we have talked about. I want them to identify the main ideas revolving around that 1 act/amendment, identify the year it was established, and identify who the president was during this time. They will use the easel pad paper to make a web of their own, and they will have to present that web to the class on the third day. They will get the first day of class to brain storm ideas, and start their web, while the second day is for them to finalize their web. While they are presenting or after every presentation, I will be updating the big graphic organizer, using Inspiration, with the information they presented to the class. I will print out that graphic organizer and give it to every student, so they will have that to study with.

Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson…)

This is a 50-minute lesson for three days since this will be a review over the different acts revolving slavery.

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

This is information they already know since we have gone through the chapter by this point. I wanted them to only use what they knew for the first half of the class period for the 1st day, but they could then use the book in the second half of the 1st day to see what they forgot to mention. The second is allocated for them to make their own web and the second day will be used for them to present their projects.

Objective (What are the students' going to accomplish):

The students are going to have a better understanding of the main acts/amendments that affected slavery before and after the Civil War. This will allow them to learn research procedures, how to cite their work, work in groups, and practice public speaking. I want the students to have the knowledge about these acts since they have the biggest weight regarding slavery in the United States during that era.

Materials:

- Paper
- Pencil
- iPad (optional)
- Markers
- Colored pencils
- Rulers
- Easel pad paper

Procedure:

1. The students will be split up into 5 different groups, and they will each be given a different act or amendment.
2. They will then as a group brainstorm different ideas to figure out what their act/amendment is about, the president during that time, and what year it was established.
3. They will decorate a paper off the easel pad to make their own web to show what they know and have learned.
4. The second day they will present their project to the class, but I will put what they found on the big graphic organizer, which I will be using Inspiration.

5. We will have a group discussion at the end of the second day for any confusion. I will print out the graphic organizer, so everyone can have one to use as a study guide.

Assessment (How will the students' show you that the objective has been met):

(Note: the assessment does not have to be a paper and pencil test)

I will be grading their projects, and I will have a rubric to make sure that they mentioned the main ideas about their own act/amendment. Having them present their information allows for me to see what they understand, or what they are still confused about. Once I have done that then I can use what I know to make a better study guide for later quizzes or tests.

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

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(I should be able to see and understand your entire lesson by reading this. Remember, Technology is not the lesson. It enhances the lesson)