

Lesson Plan Template

Grade: 11th Grade		Subject: US History- Imperialism	
Materials: Notebooks, pens		Technology Needed: iPads, projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) US 6-12.1-6.E3.3 Explain the impact of the United States' transformation into an imperialist power		Differentiation: If needed simpler source materials will be utilized. Below Proficiency: Students struggle to read and listen to both lecture and primary sources. They also struggle to keep up and contribute to group discussions on American imperialism and the modern day. Above Proficiency: Students are able to read and listen to both lecture and primary sources and then connect them and lead in group discussions involving American imperialism and make firm connections to modern day. Approaching/Emerging Proficiency: Students are able to read and listen to both lecture and primary sources and then connect them in group discussions to American imperialism and the modern day. Modalities/Learning Preferences: Visual- PowerPoints with pictures and maps as well as their own notes. Auditory- Lectures and classroom turn and talk discussions	
Objective(s): Students will understand the reasons for the rise of American Imperialism and the arguments for and against it. Students will see and find connections to what an American Empire really was or is today. Bloom's Taxonomy Cognitive Level: Evaluate and analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be expected to sit in their assigned seats and will conduct their reading and small group activity within their pre-determined small groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to maintain Mr. Jungling and Mandan High's behavioral expectations. This will include staying on task with the iPads and during group work.	
Minutes	Procedures		
5	Set-up/Prep The Google Slides will be presented and ready on the board. The primary sources will either be included on the google slides themselves or will be available on Canvas for the students to access during the lesson.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) When the students walk in, they will sign into to the quizlet game of the day and play two rounds of that just as a quick refresher of some the terms we will hit during that day's lesson. After the game, students will be back in their seats. I will make it clear that they will need their iPads out for the lesson today. Anyone who does not have one will be able to use someone in their group's. I will then put the two essential questions for the day on the white board so that it will be up during the entire lesson for us to come back to. Essential Questions: Should the US have an empire and do we today? How does the media affect world politics and history? I will make it clear that we will be referring to these throughout the lesson and to keep these in the back of our mind.		
10	Explain: (concepts, procedures, vocabulary, etc.) This will begin more of the direct instruction/ lecture portion of the lesson. We will review a little in so far that America is booming in the 1890's (Industry, immigration, politics, agriculture) and that Manifest Destiny has a new target for the US and the question becomes were do we go next after the West is conquered? The new targets are going to Cuba (this had been talked about since the 1860s as a new American place) and the Pacific (mostly for trade with China). We will go over these new areas including Cuba, the Philippines, and Hawaii and what was going on like Spanish oppression, etc. America is going to thus flex its muscle. This will bring us to Alfred Thayer Mahan and <i>The Influence of Sea Power Upon History</i> and the link to the naval moves that America will make in 1898 i.e. taking Hawaii, Samoa, sending the Maine. It is important to make sure the timeline and explicit points here are clear for the later parts of the lesson.		
25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This next section will all hinge on the Maine and the beginning of the war. I will narrate that the US sends the Maine to Havana, Cuba and then it explodes (I will try to make this a big deal). Then what happens? Why did it explode? An accident? Sabotage? Spain? This will lead them into their primary sources in Canvas or Google Slides. They will read and analyze an article from Hearst's newspaper on the explosion. They will turn and talk with their group members and summarize what they read. We will then go		

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	<p>through it in class and decipher what the article is, what his spin is, why etc. With this discussion we will begin to look back at the essential questions for that class and they relate. We will then go through the pretty quick war (“Splendid Little War”) as well as North Dakota involvement in the Philippines. To wrap up the lesson, we will look back to the war chart on the back white board that details three main points on war. This will include the treaty of Paris and Spain losing its colonies, the Platt Amendment, and the Philippines insurrection.</p>
<p style="text-align: center;">5</p>	<p>Review (wrap up and transition to next activity): We will wrap up by looking back to the essential questions. I will show a map of America and its holdings in 1900 and a map of America and our military bases today and try to get a discussion going on whether or not America had an empire then or now. Students seem to get more involved when you can tie in the moral aspect of whether or not America should have an empire.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will be answering and considering the essential question throughout the lesson and even trying to sell America’s involvement in the war through the yellow journalism activity. Consideration for Back-up Plan: If time is short, then we will cut out the activity and stick to lecture.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Unit 19 test and note quiz. If applicable- overall unit, chapter, concept, etc.: Chapter 19</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	