

## Lesson Plan Template

<b>Grade: 11<sup>th</sup> Grade</b>		<b>Subject: US History- Gilded Age</b>	
<b>Materials: Notes, pens</b>		<b>Technology Needed: iPads, Canvas, Google slides, Video</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> <b>Peer teaching/collaboration/ cooperative learning</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> <b>Socratic Seminar</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> US.6_12.5 Analyze the significant contributions of people, policy, and the influence on an era. US.6_12.1-6.E3.1 Explain the causes and consequences of the Industrial Revolution on American society.		<b>Differentiation</b> <b>Below Proficiency:</b> Student struggle to participate and engage in large group activity and discussion. They may see connections to the modern world but can lay them out for discussion.  <b>Above Proficiency:</b> Student will participate and actively engage in large group activity and discussion as well as lead discussion. They see connections to the modern world and lay them out in a way that helps the class' understanding.  <b>Approaching/Emerging Proficiency:</b> Student will participate and actively engage in large group activity and discussion. They may also see connections to the modern world and roughly lay them out.  <b>Modalities/Learning Preferences:</b> Visual- students will get to look at and dissect documents and photographs Auditory- group discussion will be the center of this lesson Kinesthetic- students will get to move around during the activity	
<b>Objective(s):</b> Students will understand the period of immigration, industrialization, and progressivism through large-group activity and discussion. As well as connect these themes to the 21 <sup>st</sup> Century.  <b>Bloom's Taxonomy Cognitive Level:</b> analyze and evaluate			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be in their normal seating arrangement for part of the class. Once we get to the explore and larger group discussions, students will move their desks into more of a semi circle for discussion. Students will be expected to work together and contribute to small and large group activities I will moving throughout the class and desk groups during the large discussions in order to make sure that everyone has a chance to give their opinion.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to stay on topic and relevant during the Socratic discussion. Students will not need to raise hands but can freely and openly discuss and argue the topics at hand.	
<b>Minutes</b>	<b>Procedures</b>		
<b>10</b>	<b>Set-up/Prep:</b> I will need to have the Google slides ready to go on the board as well as questioning strategies available. Students will also be playing their Quizlet review and vocab games during this time.		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> After the games are finished and everyone is back in their seats, I will begin by addressing the class. I will ask what we have been covering thus far- which has been the Western Expansion, “conquest” of the plains etc. We will quickly review why people are moving to the plains and further West. We will then shift the discussion to people also immigrating to the cities as well. The first slides shown will be the charter documents from my own Great Great Grandfather’s arrival in the US in 1907. This one ship’s document highlights the diversity of different people groups, places people are going. From this document it is obvious that there are many people going to the West as there are people and families going to or staying in big cities.		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> This is where I will layout the method to the lesson for that day. Socratic Seminar will be based on the discussions we have together. We will not need to raise hands, but we are just really going to have a conversation based on what we are seeing in the slides. I will also bring up that I want them to make note and bring up to the class when we bring up vocab and concepts from their game or see certain connections. The main question we will address during the Socratic seminar will be when does moving to a new place become worth it? What happens when you move to a new place for a better life and life isn’t really much better?		
<b>25</b>	<b>Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> We will then go through the slides on the Age of the City and the Immigration boom of the 1800 and 1900s. The first turn and talk will be based on the question of why someone would move specifically to a big city instead of out west. Students will have a couple minutes to discuss this and then we will bring the discussion to the large group. We will then dissect the picture of the crowded NYC street. I want them to just started saying things that directly come to mind with this picture and what they learn about this period		

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	<p>from the image. What about the shops? Carts? People trying to make a living? Coming from different groups or communities? This will then transition into the other turn and talk which will be essentially what do you need before you can get to the point of the picture taken on a NYC street. People of course need money and income from work, a place to live with their family, and people were also sticking close to old ethnic and national boundaries in Europe and Asia and just what people were willing to endure in this new home to make sure they could meet those needs. The tenement system and child labor will be major points to this discussion. This discussion will more or less conclude what other Americans were thinking including fears over certain immigrant groups such as the Chinese or the Italians who many thought were terrorists. These also included views that they would not be able to assimilate to politics or American culture. This should hopefully bring up connections to immigration discussion today, if these are not made by the students I will bring up that these are still concerns that come up in 2020. This will also introduce the next slide where we can more fully discuss these differences and modern child labor as well. Older students do seem to have stronger opinions and have seen things in the news about modern immigration so it is important to give them a space to discuss that in this lesson.</p>
5	<p><b>Review (wrap up and transition to next activity):</b>          I would then like to judge overall thoughts on what we went over and any final questions that are left over from the discussion. Finally, we will reexamine the questions of when does moving to a new place become worth it? What happens when you move to a new place for a better life and life isn't really much better? And what their thoughts are. Could they endure a tenement life, factory or mine jobs not to give yourself a better life but maybe your children.</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          I will constantly be engaging with the class, fielding questions, answering and bringing up points of discussion to keep the class engaged and prove that they are progressing through the content  <b>Consideration for Back-up Plan:</b>          If the class is unable to make this more discussion based, it will revert back to a more lecture style class.</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson: chapter/ note quiz and unit test   <b>If applicable- overall unit, chapter, concept, etc.:</b>          Chapter 18</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	