

Course: US History I – 9th Grade

Instructor: Leanne Connolly, Doreen Stocker, Dawn Penny, Tom McMahon, Debbie Raisley

Habit of the Graduate: Know Yourself, Know Your Role and Know Your Goal

Marking Period Focus Question: What are my goals? What strategic steps can I implement to reach my goals?

Title of Lesson: Strategies to Achieving an End Goal

NJCCCS: 6.1.12.A.4.d, 6.1.12.A.5.c

Objectives:

The student will be able to identify methods for attaining goals through examining the ways in which Booker T. Washington and W. E. B. DuBois sought to improve the status of African Americans. Students will choose their own goals and evaluate the potential effectiveness of a few different ways of achieving this goal.

Procedures:

- Explain how African Americans in the South were being denied rights despite the ratification of the 13th, 14th and 15th Amendments
- Identify as a class the goal/s of African American leaders
- Present mini-lesson on Washington and DuBois
- Students will complete graphic organizer on views and methods of the two leaders as a whole group
- Discuss how the two leaders had the same goals, but different approaches to the same end
- Have students brainstorm goals of their own – What do you want to accomplish before you graduate high school?
- Students will complete graphic organizers independently where they place their goal in a bubble and come up with 4 possible ways of achieving this goal that branch from the bubble

Closure:

Students will write a journal entry choosing which method of achieving their goal will be most effective. Students will compare their paths to those of Washington and DuBois.

Assessment:

- journals
- group discussion
- cold-calling
- volunteers
- over the shoulder
- demonstration

Modifications:

- 7 – Clarify directions during transitions
- 8 – Provide graphic organizers
- 17 – Monitor attention/focus
- 18 – Written directions with oral directions
- 21 – Check understanding as student begins a new task
- 36 – Relate history to current topics

Course/subject: US History I **Level:** 1 **Grade:** 10 **Date:** 3rd m.p.

Instructors: Zach Sieczkowski, Gerry Mannix, Karen Kirkpatrick

Unit: Reconstruction

Lesson topic: African American Reconstruction Limitations

Habits of the Graduate: Accepting the Personal Challenge: What steps am I taking to better myself emotionally?

Objective: SWBAT recognize elements of racism present in voting rights of African Americans during post Civil War times and compare it to elements of racism they see today.

CCCS: 6.1.12.D.4.b

Anticipatory set: Students will respond to the do now: Please pick up an index card and write down something that you feel your family burdens you with.

Introduction: Teacher will explain that today the class will be examining burdens placed on African Americans after the Civil War and comparing them to personal challenges they may face.

Procedure: Teacher will point out do now for students as they come into the classroom. Students will have 4 minutes to complete the do now. Teacher will distribute chart, *The 15th Amendment: The Right to Vote?*, class will preview it together. Students will work in small groups (3-5 students) to complete the chart, using their textbooks for assistance. Teacher will circulate and help students that need assistance. After 15 minutes, class will return to whole-group instruction to review answers. Students will volunteer answers and discuss how it effected African Americans who had won the right to vote in theory, but not in practice. Students will discuss potential answers for the second column on the chart (see chart on following page). With 4 minutes left, teacher will summarize lesson.

Materials: Chart, *The 15th Amendment: The Right to Vote?*, textbook, *The American Vision*, index cards for ticket in/out.

Modifications: Individual IEP's applied.

Summary/closure: On back of index card used as a ticket in, responding to what you wrote on the front, state how the "burden" makes you feel. Next, write how you think the African Americans felt when they were discriminated against.

Method of assessment: Chart graded as class work; students assessed on how well they participated in the lesson.

Independent work assigned: None assigned.

Name _____ Date _____

US History I: The 15th Amendment: The Right to Vote?

During the Reconstruction period, African Americans faced many struggles. Despite the creation of the 13th, 14th, and 15th Amendments, racism still raged in the South. Using your textbook, complete the chart below with a small group. We will review answers in 15 minutes. See us for help if needed!

Voting limitations	Define/explain	Influences today
Literacy tests		
Poll tax		
Grandfather clause		
Jim Crow		
Plessy vs. Ferguson		

Sample Lesson Plan Template

Course: U.S. History I

Date:

Instructor: Dave LeGendre, Wes Smith, Mark DiGiovacchino

Habit of the Graduate (Choose 1):

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge**
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

Habit of the Graduate: Marking Period Focus Question:

What am I doing to better myself emotionally?

Title of Lesson: Life as a Battlefield

NJCCCS: 6.1.12.D.4.b, 6.1.12.C.4.c

Objectives:

- Analyze the realities of war and the accompanying emotions
- Analyze decisions by a nurse/soldier/student based on environmental factors, including war and everyday life

Procedure:

- Introduce students to a soldier's/nurse's life and expectations through comparing diary accounts
- Analyze individual choices in either going to war or going in another direction
- Compare emotions of a Civil War soldier to emotions of current students

Closure: Pick one word that describes the emotion you felt at some point today and be prepared to explain the word

Assessment: Students read diary accounts and reflect on personal decisions in a short paragraph

Modifications: Different readings available depending on gender

March 28th, 2011

Course: United States History II

Instructor: Vin Abene, Vin Gioffre, Mike Korneski, Howard Manson, Charlie Mohr

Habits of the Graduate: Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow

Habits of the Graduate: Marking Period Focus Question:

Is my vision realistic? How can I revise/edit my path to achieve my vision?

Title of Lesson: WHAT IS YOUR DREAM?

NJCCCS: 6.1.12.A.13.a 6.1.12.D.13.a

Objectives: TLWD the ability to analyze Martin Luther King's "I Have a Dream" speech, and the steps he took to achieve his "dream" through a video/open ended question activity.

Procedure: Primary source: Watch MLK "I Have a Dream" speech on video.
Speech questionnaire
Reflective journal writing

Closure: Students will be asked to recall 3 main ideas from MLK's speech

Assessment: Students will turn in completed handout of 4 reflection questions.

Modificatons: Closed caption on video, clarify directions