

Developed Lesson Plan Format

Teaching American History Grant

Upon completion of the TCI Level I training, exposure to primary sources and collaboration with TAH coaches develop your first quarter lesson plan into the following format:

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Standard (Include analysis skills):

History Social-Science

4.0 Students understand the political, religious, social, and economic institution that evolve in the colonial era.

4.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

Language Arts Standards

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression

2.1 Understanding how text features make information accessible and useable

Key concepts (CA. Concepts Collection II)/Vocabulary:

- House of Burgesses
- Kings Side
- Capitol
- Representatives
- Appointed
- Balance of Power
- Elected Members

TCI Strategies: experiential exercise, response group

Learning Outcome/ “Big Idea”/ “Essential Learning” (Objective): Student will

EL/Inclusion Strategies: Vocabulary Development, graphic organizer, oral communication

Materials: History Alive! (Pages 96-97), Three Way Venn Diagram, Lesson Guide Book (pages 121-122), markers, chart paper

Opportunities to Learn/Perform (Procedure):

1. What will students need to do to achieve knowledge and skills identified in standards and learning outcomes? _____

Technology Component: _____

Resources (Indicate primary sources): _____

Assessment (Description of 2 or more assessment tasks with specific directions, questions, and prompts): _____

1. Rubric to explain criteria (attach)

**Send this completed form to Jill either through
district mail (3rd Floor Ed. Center)
or
email (jmpiume@fresno.k12.ca.us)
by September 7, 2004.**