

Lesson Plan Template

Grade: 8		Subject: US History	
Materials: Laptop		Technology Needed: Laptop	
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"/> Modeling <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 Below Proficiency: Throughout the direct instruction lesson, I will break down the information to the simplest unit before I start to build up and scaffold the information. Also, I will be prepared to rephrase the information as students ask questions. Some students in this class often need information to be explained in different ways and so I will be prepared to modify the information as students need. Above Proficiency: As I move through the lesson, I will scaffold the information to build and expand student knowledge. Above proficiency students will be engaged and pushed to access their prior knowledge and apply that information. Also, on the exit slip the students will be able to elaborate and apply the information learned in the lecture. Approaching/Emerging Proficiency: This lecture will be designed to support these students efficiently. The turn and talks used throughout the lesson will give all students the opportunity to ask questions and apply information as they go. Modalities/Learning Preferences: Auditory: lecture Visual: Images Tactile: taking notes Kinesthetic: turn and talk	
Objective(s) <ol style="list-style-type: none"> 1. By the end of the lesson, students will identify the cause of the Spanish-American War. 2. By the end of the lesson, students will be able to describe American imperialism. 3. At the end of the lesson, students will compare the different between news during the Spanish-American War and modern times. Bloom's Taxonomy Cognitive Level: <ol style="list-style-type: none"> 1. Remember 2. Understand 3. Create 			
Classroom Management- (grouping(s), movement/transitions, etc.) I will have students put their computers away after we are done with Kahoot. During my lecture, I will try to move around to give proximity to different students. Groupings for turn and talk will be based on who the students are sitting next to.			
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to participate during the opening Kahoot. They will also be expected to participate in the turn and talks to help contribute to larger discussion.			
Minutes	Procedures		
75	Set-up/Prep: Create lesson plan, create Kahoot, modify PowerPoint, think of exit question		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Kahoot pretest to find out prior knowledge and generate interest in the topic of the day. The Spanish-American War and American Imperialism.		
30	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. Start by showing students key words on the PowerPoint. 2. Discuss imperialism: The extending of a nations power to foreign land. 3. Turn and talk: What are some things which might be needed to make imperialism successful and why are those things important? 4. Show an image of a map and the discuss importance of water when it comes to expansion. Explain how islands are needed as refueling stations and how resources are a factor in determining where different countries plan to colonize. 5. Briefly discuss Hawaii annexation and motives behind the action such as US interest in the sugar industry and wanting to avoid tariffs. 		

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	<ol style="list-style-type: none"> 6. Discuss the Monroe Doctrine and how it there was disagreement about whether or not the Spanish broke the agreement. Monroe Doctrine said the US would not tolerate any European colonization in North America but would respect those colonies already established. Spain had been in Cuba for over 400 years but there had been attempts at rebellion. 7. Turn and talk: Which side do you think was right and why? 8. Discuss the sinking of the USS Maine and the lead to "Yellow Journalism." USS Maine sunk and for a long-time people blamed the Spanish. People thought the ship ran into an underwater mine which exploded. Newer studies suggest the ship exploded due to the furnace being too close to where the gunpowder was stored. Yellow journalism started after the Maine explosion and is the major start of fake news as we know it today. Writers such as Pulitzer and Hearst used catchy headlines with little information to gain attention. Most of you have probably heard of the Pulitzer prize which is named after Joseph Pulitzer. 9. Discuss the Philippines revolution against the Spanish and how this helped the US take the capital. The US knew the Philippine people wanted to revolt against Spain, so we took advantage of the situation. Between Filipino revolts and American support Spain was overwhelmed. This led to future problems though because the Philippines wanted to be independent and the US now took over control. 10. Discuss Teddy Roosevelt and San Juan Hill. Ask students if they have been to the Medora Musical and mention how this is briefly reenacted. Teddy Roosevelt led a unit, nicknamed the roughriders due to the odd background, this unit was a vital part in taking San Juan hill which ultimately led to Santiago to be taken. The roughriders came from many backgrounds such as frontiersman, ivy league athletes and Texas Rangers. All members had to be skilled in horsemanship. 11. Show image of map of US controlled territory at the time. Philippines is granted independence in 1946. Puerto Rico and Guam are still US territories and people there are now US citizens. Cuba becomes an independent country but allows for US naval bases such as Guantanamo Bay.
3	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will be asked on an exit slip, "Do you think "fake news" now is similar to that of the Spanish-American War? Why or why not?"</p>
3	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Briefly discuss what students wrote for their exit slip 2. Students will turn in their exit slip when the bells rings and go to their next class.
<p>Formative Assessment: (linked to objectives) Kahoot pre-test, Turn and talks, asking for questions throughout.</p> <p>Consideration for Back-up Plan: I might have to cut out some turn and talks depending on amount of time. If I do not have access to computers students could be put into groups and use phones for Kahoot.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Exit slip. information will be included in weekly quiz.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Students enjoyed doing the Kahoot. I should have tried to have more opportunities for students to be engaged. This was too much like a lecture the whole time which I know can get old.</p>	