

**Lesson Plan # 1**  
**DAY 1**

**Secondary History / Social Studies**

Course	Lesson Topic & Unit Name	Instructor	Date(s)
American History	Colonial: Neglect and Necessity	Mr. Ash	
<b>Lesson Essential Question (LEQ)</b> <b>OR</b> <b>Learning Objective (LLO)</b>	What factors influenced the early American identity?		
<b>Content Standards</b> Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> <li>● Main Content Strand Objective: AH.B.1.4</li> <li>● Supporting Content Strand &amp; Objective(s): AH.B.1.1, AH.B.2.2, AH.H.3.2</li> </ul>		
<b>Inquiry (Skill) Standard</b> Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> <li>● I.1.1</li> <li>● I.1.2</li> <li>● I.1.3</li> </ul>		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
<b>Previewing / Introduction</b> How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?	The teacher will start class with a quick question to start off class, "When you think of an American, what do you think of?" Students should write this in their notebook for about a minute, longer if needed. Then the teacher will display some stereotypical images of an American on the slideshow, asking if this is what students were thinking. Then the teacher will display images of average people.  This will then open up into a short intro to the class' structure and objective of the lesson and unit. This will segue into the necessary lecture below.	This will be the students first bell ringer and help them keep track of their notes throughout the year. This will give students the opportunity to broaden their perspectives on American identity, displaying how the concept of identity influences our biases. This will provide students with the necessary connection to the lesson to make it relevant and spark curiosity to understand where these concepts of identity come from. This leads us to the question: "What were the influencing factors of the early American identity?"	10
<b>Acquisition</b> How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Ample apologies will be needed ahead of time and a disclaimer that all classes will not have an hour long lecture, this one is just for necessary context. The teacher will direct a lengthy lecture explaining the background of	This will be the first lesson of the class so a lecture and refresher will be useful to help students ease into the class. Students should feel a more smooth transition into the newer method of teaching history. The handwritten notes will	45

	<p>colonial America. This will include the tension in Britain, religious turmoil, the Columbian exchange, slavery, other European colonies in the Americas, the Glorious Revolution, and touch on Salutary Neglect. This will provide students with the necessary foundational information for understanding colonial America and set the scene for the lesson. Be sure to read on-hand notes since the powerpoint will mainly focus on imagery to help engage students with visuals. The powerpoint lecture will be open to discussion and questions. During this section, the teacher will display a timeline since the background is lengthy.</p>	<p>be useful to help students engage in class. This will provide students with context for the rising, diverse concepts of an American identity and help explain the early factors, day two will go more in-depth on this.</p>	
<p><b>Extending &amp; Refining I (group)</b> How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Students will be able to have discussions at their table groups about how they could survive at Jamestown. All groups will be provided the same hypothetical resources and will go through a fun simulation that will help students break the ice at their tables and engage with the material in a fun way. There will be catastrophes thrown in including: rough winter, bad harvest, supplies delayed, and unskilled labor. Though success is not expected, it is encouraged. Once the simulation is done and the groups have gotten their results, an explanation of the true events of Jamestown will follow.</p>	<p>This section will be a welcome break following the lengthy contextual lecture. Students will be encouraged to interact with their peers and try to manage limited resources in a fun way. The surprise catastrophes will throw things off but encourage creativity. This segment is designed to give students the ability to have fun with a foreign scenario that will evolve into a lesson in the end. If any groups succeed, their "grit" and "perseverance" will be connected to the lesson of early American exceptionalism, linking it to the unit and reality.</p>	<p>20</p>
<p><b>Extending &amp; Refining II (individual)</b> How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>Students will read an article from the Library of Congress on Trade and Mercantilism in colonial America and answer a few questions on the board.</p> <p>Questions include: What are the two main parties in colonial mercantilism? Which side mainly benefits?</p>	<p>This section will help students interact with the American desire for self-determination. This will cover how colonialism harms its colonies and will help illustrate how Salutary Neglect benefitted the colonies until the imposition of tariffs. This will help students understand how the American identity evolved as a result of economic stressors.</p>	<p>10</p>

	What were three of the many acts that were imposed upon the Thirteen Colonies? What did the acts do?		
<b>Closure</b> How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	A quick question/answer segment. All students will have the opportunity to chip in. Questions include: What goods were moved during the Colombian Exchange? Where to and from? Which colony was seized from the Dutch? What religious group fled England to come to the Americas? What were some other causal factors that caused people to flee to the Americas?	This will give students the ability to get a refresher before the end of the day and re-cover any information that may have slipped through the cracks. For the teacher, this will serve as a knowledge check to make sure the lesson was clear and any final info can be shared.	5

## DAY 2

Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
<b>Previewing / Introduction</b> How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?	Students will have the opportunity to have a voluntary class discussion or just write down their answer to this bell ringer: How has your identity changed over time?	This introduction will help students think about the possibility of shifting identities, tying history to themselves and prompting consideration about the evolution of identity. This will also encourage students to speak up and get involved in class, helping it feel more welcoming. This provides compelling questions and helps students ponder what factors may have led to their identity changing.	10
<b>Acquisition</b> How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	The teacher will direct a short lecture on the different regions of colonial America, New England, Middle, and Southern. This will also quickly cover the background of each colony and their distinct differences. This will then blend into a class discussion around how the colonies developed their own identities and	These lectures will help students grasp the more relevant points of the lesson, showing the varied aspects of the American Identity and considering how so many identities became unified. This will help students see the basics of different colonial governments and show the big stressors in colonial America.	30 overall

	<p>governments. This lecture will end as group work begins.</p> <p>A second short lecture will cover Salutary Neglect and how American self-determination impacted the view of exceptionalism. This will then touch on the Great Awakening which will be further explained in the individual work section.</p>		
<p><b>Extending &amp; Refining I (group)</b></p> <p>How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Students will be shown a primary source from the American Yawp, an image titled Royall Family and its description. Then students will then read excerpts of Sarah Kemble Knight's records of her travels in Connecticut. Students will be prompted to consider early American identity and specifically on how these two documents differ. After discussions in table groups, students can then share their thoughts in a class discussion.</p>	<p>This segment gives students the opportunity to get their hands on primary sources from colonial America and compare the experience of aristocracy to a businesswoman. This will help set the scene for the next unit but also give students an intro to primary sources. This will also provide more contrasting views for the "American Identity" and help display more nuance and evolution within the concept. This will help students critique concepts of individualism and conformity in colonial America.</p>	15
<p><b>Extending &amp; Refining II (individual)</b></p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>Students will have the opportunity to read about the pursuit of freedom under colonial governance through the American Yawp which they will read on their computers.</p>	<p>Students will have the opportunity to read about the colonial pursuit for religious, political, and individual freedom prior to the Revolution. This will help explain the religious and political impacts on the development of the American Identity and give students a more in-depth explanation of the motivators.</p>	25
<p><b>Closure</b></p> <p>How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>Students will come together with their table groups and share one thing they believe defined the colonial American identity and why. Each group will then choose the answer they liked best and share it with the class.</p>	<p>This section helps students articulate their takeaways from the lesson before the exit ticket, giving each student a little support where it is needed. This gives each student the ability to answer the lesson essential question in their own words and see how other students would answer it as well.</p>	10
<p><b>Accommodations:</b> What adjustments are you making for diverse learners (ELLs, struggling readers, gifted &amp; talented)?</p>			
<b>Target Group of Student</b>	<ul style="list-style-type: none"> <li>● Struggling readers</li> <li>● Struggling writers</li> <li>● ELL</li> </ul>	<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Assigned readings are either expected to be completed in a group and assistance is encouraged during individual work.</li> </ul>

			<ul style="list-style-type: none"> <li>• Powerpoints will mainly focus on pictures and the lecture will move at a slower pace for note taking.</li> <li>• Powerpoints will include vocab words and a brief definition</li> </ul>
<b>Assessments:</b> How do formative assessments measure progress? How do summative assessments learned skills & content?			
<b>Formative - Informal</b> Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	Exit Ticket: Students will be asked the question, “what do you think was the most influential event that shaped the early American identity and why?” They can answer this in between 2 and 4 sentences.		
<b>Summative - Formal</b> Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	None for this lesson.		
<b>Materials &amp; Supplies</b>	<ul style="list-style-type: none"> <li>• Writing utensil</li> </ul>	<ul style="list-style-type: none"> <li>• paper</li> </ul>	<ul style="list-style-type: none"> <li>• computer/tablet</li> <li>•</li> </ul>
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (cited in Chicago Manual of Style)</b> Emily Arendt et al., “Colonial Society,” Nora Slonimsky, ed., in <i>The American Yawp</i> , eds. Joseph Locke and Ben Wright (Stanford, CA: Stanford University Press, 2018). Library of Congress. “Research Guides: Colonies in America: Commerce, Business, and the Economy: Trade & Mercantilism.” <i>Trade &amp; Mercantilism - Colonies in America: Commerce, Business, and the Economy - Research Guides at Library of Congress</i> . Accessed February 24, 2026. <a href="https://guides.loc.gov/colonial-america-business-research/trade-mercantilism">https://guides.loc.gov/colonial-america-business-research/trade-mercantilism</a> . Robert Feke, “Familienporrät des Isaac Royall,” 1741. Sarah Kemble Knight, <i>The Journal of Madam Knight, With an Introductory Note by George Parker Winship</i> (Boston: Small, Maynard & Company, 1920), 36-43.	<b>Notes to self (post-lesson)</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

**Lesson Plan # 2**

**Secondary History / Social Studies**

<b>Course</b>	<b>Lesson Topic &amp; Unit Name</b>	<b>Instructor</b>	<b>Date(s)</b>
American History	American Identity - Revolution	Mr. Denton	
<b>Lesson Essential Question (LEQ) OR Learning Objective (LLO)</b>	How was a central American identity created during the Revolution?		
<b>Content Objective</b> Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> <li>● Main Content Strand Objective: AH.B.1.4</li> <li>● Supporting Content Strand &amp; Objective(s): AH.H.3.1, AH.H.1.1, AH.H.3.2, AH.H.3.4</li> </ul>		
<b>Inquiry (Skill) Standard</b> Enter objective(s) from NCS Inquiry Strand	● I.1.1, I.1.3, I.1.4		
<b>Activity</b>	<b>Details of Activities</b>	<b>Purpose-Rationale</b>	<b>Time</b>
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
<b>Previewing / Introduction</b> How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?	Students will start class with a journal entry discussing any times they have faced rules they felt were unfair. Their journal entry must be at least two sentences. Following the entry, they can discuss these at their tables and discuss their thoughts. The teacher will then introduce the lesson with a quick talk on how "unfair rules" can result in civil unrest and revolt, briefly and broadly explaining the conceptual background to the Revolution.	This introduction will create a real world link for students to tie the lesson back to, reminding them of the "unfair rules" they feel have been imposed on them. This will also give students a chance to talk and socialize with their table groups, building local trust so they can grow more comfortable with discussions in class. This also helps students grasp the multiple perspectives of others and eventually translate that into the lesson with multiple perspectives of the Revolution and the events leading up to it.	15
<b>Acquisition</b> How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Students will have the opportunity to learn about Revolutionary American identities through a lecture explaining the causes and effects of various events leading up to the Revolution. This will be done with the utilization of a timeline, detailing each event along the way and how it bled into the Revolution. Students will gain their main acquisition through a graphic organizer and	<p>This lecture seeks to provide students with multiple different perspectives and add nuance to the American identity once again.</p> <p>This lecture will provide students with the background for the Revolutionary War and build upon the identity foundation of Lesson One. This will translate the identities into three discernable groups that will help students grasp how each impacted the time-period. This will allow</p>	25

	picture-based lecture. Three main identities will be discussed: Common-man Revolutionary, Philosopher, and Loyalist.	students to analyze the different perspectives for the time and see how individualism and conformity differed between them. The graphic organizer will also deconstruct the causes for the Revolution for students.	
<b>Extending &amp; Refining I (group)</b> How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Students will be able to expand their knowledge by examining primary sources and discussing them at their tables. At each table (groups of 4) each student will choose one of the following documents to read an excerpt from: Abigail Adams' Letter to John Adams Account of the Boston Massacre The American Crisis And the Declaration of Independence The main focus will be discerning which group the author of the document would fall into. Following this activity, there will be a class discussion about the impacts of each group on the Revolution.	This segment will help students hone their reading ability. Students should be able to analyze a document and discern the context for a primary source by the end of this course and this activity works towards that. Working in a group will help struggling students grasp harder concepts and promote collaboration amongst peers.	40
<b>Closure</b> How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	Students will close the lesson with a quick google form exit ticket. This knowledge check will have 3-5 questions that cover the main parts of today's lesson and will have a "Questions" section at the bottom where any unanswered questions can be answered next class.	This will give students an easy outro to the lesson and provides the teacher with a knowledge check to see which students received and did not receive the lesson, ensuring some students can receive targeted attention if needed. This also helps students ask questions they may be too shy to ask in class.	10
<b>Accommodations:</b> What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
<b>Target Group of Student</b>	Students with anxiety Students with handwriting difficulties English language learners Students with processing difficulties	<b>Strategies</b>	Group work that does not require them to be put on the spot Translated copies will be offered to any English Language Learners Lesson is fully completable online Modified graphic organizers will be available for students who may have trouble processing information
<b>Assessments:</b> How do formative assessments measure progress? How do summative assessments learned skills & content?			
<b>Formative - Informal</b>	The exit ticket and paragraph writing activity will be useful assessments for the students to ensure the lesson is reaching them and they are able to apply the materials they are acquiring. These will effectively summarize the contents of the lesson and demonstrate their applications.		

Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?			
<b>Summative - Formal</b> Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	N/A		
<b>Materials &amp; Supplies</b>	• Chromebooks	• Composition/notebook	• Pen/pencil •
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (cited in Chicago Manual of Style)</b> <ul style="list-style-type: none"> <li>• Adams, Abigail. "Abigail Adams to John Adams, 'Remember the Ladies'." Letter, March 31, 1776. Hosted by American Battlefield Trust. Accessed April 30, 2026. <a href="https://www.battlefields.org/learn/primary-sources/abigail-adams-john-adams-remember-ladies">https://www.battlefields.org/learn/primary-sources/abigail-adams-john-adams-remember-ladies</a>.</li> <li>• American Battlefield Trust. "Account of the Boston Massacre." Primary Sources. Accessed April 30, 2026. <a href="https://www.battlefields.org/learn/primary-sources/account-boston-massacre">https://www.battlefields.org/learn/primary-sources/account-boston-massacre</a>.</li> <li>• American Battlefield Trust. "Declaration of Independence." Primary Sources. Accessed April 30, 2026. <a href="https://www.battlefields.org/learn/primary-sources/declaration-independence">https://www.battlefields.org/learn/primary-sources/declaration-independence</a>.</li> <li>• American Battlefield Trust. "The American Crisis." Primary Sources. Accessed April 30, 2026. <a href="https://www.battlefields.org/learn/primary-sources/american-crisis">https://www.battlefields.org/learn/primary-sources/american-crisis</a>.</li> <li>• Library of Congress. "British Reforms 1763–1766." In <i>American Revolution, 1763–1783: Primary Source Timeline</i>. Library of Congress. Accessed April 30, 2026. <a href="https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/american-revolution-1763-1783/british-reforms-1763-1766/">https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/american-revolution-1763-1783/british-reforms-1763-1766/</a>.</li> </ul>		<b>Notes to self (post-lesson)</b> <ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"><li>● Library of Congress. "First Shots of War 1775." In <i>American Revolution, 1763–1783: Primary Source Timeline</i>. Library of Congress. Accessed April 30, 2026. <a href="https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/american-revolution-1763-1783/first-shots-of-war-1775/">https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/american-revolution-1763-1783/first-shots-of-war-1775/</a>.</li><li>● Washington, George. "To John Hancock, 9 November 1777." Founders Online. National Archives. Accessed April 30, 2026. <a href="https://founders.archives.gov/documents/Washington/03-08-02-0160">https://founders.archives.gov/documents/Washington/03-08-02-0160</a>.</li></ul>	
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**Lesson Plan # 3**  
**DAY 1**

**Secondary History / Social Studies**

Course	Lesson Topic & Unit Name	Instructor	Date(s)
American History	American Identity - Expansion and Collapse	Mr. Denton	
<b>Lesson Essential Question (LEQ)</b> <b>OR</b> <b>Learning Objective (LLO)</b>	How did the American identity evolve between the Revolution and the Civil War?		
<b>Content Standards</b> Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> <li>• Main Content Strand Objective: AH.H.3.2</li> <li>• Supporting Content Strand &amp; Objective(s): AH.B.2.1, AH.B.2.2, AH.H.3.1</li> </ul>		
<b>Inquiry (Skill) Standard</b> Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> <li>• I.1.1, I.1.2, I.1.3</li> </ul>		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
<b>Previewing / Introduction</b> How do you prepare students for content & skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?	Students will be able to engage with westward expansion with a fun game to get started: The Oregon Trail. This will hook students with the topic and get them into the historical mindset.	This intro will help students utilize historical empathy to both engage with a fun tool but also to slightly enter the shoes of contemporary travelers and help them form a more historical mindset for the lesson.	15
<b>Acquisition</b> How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	The teacher will lead a short lecture covering early American agrarianism and Transcendentalism, giving a brief rundown of the 50 year gap between the last lesson and today's lesson. This will then lead into student-led instruction for the rest of the era.	This acquisition will act as a warm-up and contextualization of events leading into Manifest Destiny, This will help explain the lead-up to the Industrial Revolution and how American technology and art helped define their contemporary identities.	15
<b>Extending &amp; Refining I (group)</b> How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	The class will break up into three groups, read provided sources, and teach the rest of the class the important notes from the era.  The groups will be: Corporate Expansion, Political Expansion, and Life in Unincorporated Territories	This activity will challenge students to break down some early social barriers and interact with the class as a whole, working towards the connected class culture. This will help students come out of their shells as they explain their topics to their peers. Students will be able to utilize historical empathy and contextualization	40

	<p>Corporate Expansion will cover how the Western development was mainly at the hands of corporations.</p> <p>Political Expansion will cover how politicians justified the Frontier Wars and Manifest Destiny.</p> <p>Life in Unincorporated Territories will cover the lives of Native Americans during this era, the lives of the simple man and woman living on the frontier, and the personal incentives to move westward.</p> <p>Students will be taking notes while the discussion continues and any missed information will be supplemented by the teacher (notes will be included in speaker notes of PowerPoint).</p>	to view and explain these three distinct areas to their peers.	
<p><b>Extending &amp; Refining II (individual)</b></p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	To increase their individual knowledge, students will fill out a graphic organizer worksheet that helps students understand the order of events and their significance to the American Identity. Students will refer to a powerpoint to answer the questions.	This activity will be a break from the normal structure of the lesson and will help supplement knowledge. This will give students a social break as well since the last segment was lengthy and interaction-heavy. This will also give students a concrete and detailed reference for a complex unit.	20
<p><b>Closure</b></p> <p>How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	As a closing activity, students will write in two sentences what event they believe was most influential for the American people at this point.	Students will be reflecting on the LEQ to answer this question utilizing the sources and information they have gained thus far.	10

## DAY 2

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<p><b>Previewing / Introduction</b></p> <p>How do you prepare students for content &amp; skills they will acquire in today's lesson? How do you measure students' prior knowledge? How do you preview or introduce the goals for this new lesson?</p>	<p>A quick Kahoot will start students off with a refresher of the topics up to this point. This will then lead into a lecture about the Civil War.</p>	<p>Help the teacher gauge lesson effectiveness and student acquisition to this point. This gives students a fun way to start class and increase engagement off the bat.</p>	<p>10</p>
<p><b>Acquisition</b></p> <p>How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>The teacher will lead a lecture covering the slavery crisis in the United States and its culmination in the Civil War. This will include citizens' reactions to government decisions, abolitionism, the underground railroad, and other relevant events.</p>	<p>This lecture will be a good way to convey information without causing any controversy, there will not be much room for discussion to keep the lesson purely factual. Students will learn about multicultural and multiracial backgrounds to the civil war to ensure a broad set of perspectives for the time period.</p>	<p>25</p>
<p><b>Extending &amp; Refining I (group)</b></p> <p>How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Students will read documents at their table groups. They will read one of the following and share their findings with others at the table: Excerpts from The New York Copperhead (June 27, 1863). Excerpts from John Brown's Execution. Excerpts from The North Star (December 3, 1847). Excerpts from the Gettysburg Address. Students will convey the main points to one another to understand the differing identities present before and during the Civil War.</p>	<p>Students will have the opportunity to interact with primary sources and understand more nuanced views of the Civil War, showing how the narrative is much more complicated and history is far more in-depth than it comes across. This will help students analyze sources and develop compelling questions.</p>	<p>20</p>
<p><b>Extending &amp; Refining II (individual)</b></p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>Each student will read "Letter from a Southern Woman to Her Husband" and answer the question "How does this letter interact with our modern perception of the South during the Civil War?" in 3-5 sentences.</p>	<p>This reading activity will have students interact with a supporting question that adds more nuance to previous activities and invokes more investigation. Students will be able to analyze a document that includes individuals from historically marginalized groups such as women and be able to grasp their sway at the time.</p>	<p>25</p>
<p><b>Closure</b></p> <p>How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>Students will write a quick reflection on this lesson, answering the question "What was the most impactful event leading up to the Civil War?" This reflection will only be 1-2 sentences.</p>	<p>This activity is a quick outro to a dense lesson that will ask a simple question to help them reflect and refer back to the LEQ.</p>	<p>10</p>

**Accommodations:** What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?

<b>Target Group of Student</b>	English Language Learners Students with handwriting issues Gifted and Talented students	<b>Strategies</b>	Translated copies will be provided as needed Students may type notes if needed	
<b>Assessments:</b> How do formative assessments measure progress? How do summative assessments learned skills & content?				
<b>Formative - Informal</b> Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	Students will have repeated writing tasks throughout the lesson in the form of reflections and a document analysis, this will contribute to the students' ability to analyze and answer questions while also preparing them for more complex essential questions. This will lead to further development so students can begin to gather sources and work towards creating claims and communicating ideas. These assessments are early stepping stones for them to work towards larger assessments.			
<b>Summative - Formal</b> Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?				
<b>Materials &amp; Supplies</b>	● Chromebook	● Pen/Pencil	● Notebook	●
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (cited in Chicago Manual of Style)</b> I will do the Chicago citation in final, way too tired from protest planning and such <ul style="list-style-type: none"> <li>● Digital History. "Explorations: John Brown, Lesson Plans: Newspaper Articles." University of Houston. Accessed April 30, 2026. <a href="https://www.digitalhistory.uh.edu/active_learning/explorations/brown/lesson_plans/newspaper_articles.cfm">https://www.digitalhistory.uh.edu/active_learning/explorations/brown/lesson_plans/newspaper_articles.cfm</a>.</li> <li>● Documenting the American South. "Frederick Douglass's Writings: Supporting Material." University of North Carolina at Chapel Hill. Accessed April 30, 2026. <a href="https://docsouth.unc.edu/neh/douglass/support15.html">https://docsouth.unc.edu/neh/douglass/support15.html</a>.</li> <li>● <i>The American Yawp Reader</i>. "Manifest Destiny." Accessed April 30, 2026. <a href="https://www.americanyawp.com/reader/manifest-destiny/">https://www.americanyawp.com/reader/manifest-destiny/</a>.</li> <li>● Lincoln, Abraham. "The Gettysburg Address." Speech, November 19, 1863. Hosted by Abraham Lincoln Online. Accessed April 30, 2026. <a href="https://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm">https://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</a>.</li> </ul>		<b>Notes to self (post-lesson)</b> <ul style="list-style-type: none"> <li>●</li> </ul>	

	<ul style="list-style-type: none"><li>● Library of Congress. "Westward Expansion: Encounters at a Cultural Crossroads." Classroom Materials. Accessed April 30, 2026. <a href="https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/">https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/</a>.</li><li>● NewseumEd. "Copperhead Newspaper Compares Lincoln to Tyrants." Accessed April 30, 2026. <a href="https://newseumed.org/tools/artifact/copperhead-newspaper-compares-lincoln-tyrants">https://newseumed.org/tools/artifact/copperhead-newspaper-compares-lincoln-tyrants</a>.</li><li>● U.S. House of Representatives, History, Art &amp; Archives. "Primary Source Sets: Westward Expansion: About Westward Expansion." Accessed April 30, 2026. <a href="https://history.house.gov/Education/Primary-Sources/Primary-Source-Sets/Westward-Expansion/About-Westward-Expansion/">https://history.house.gov/Education/Primary-Sources/Primary-Source-Sets/Westward-Expansion/About-Westward-Expansion/</a>.</li></ul>	
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