

**American History Lesson Plan – The Americans**  
by Danzer, Klor De Alva, Wilson, and Woloch (McDougal Littell – 1998)

Chapter #: 12 Chapter Title: Reconstruction and Its Effects Pages: 348-375

Unit Beginning Date: January 27, 2004 Ending Date: January 30, 2004

Teacher: \_\_\_\_\_ Grade/Class American History 9

**BEFORE YOU TEACH**  
**TEACHER QUESTIONS**

1. Establish Purpose: why are the kids doing this chapter/lesson/video?
  - a. What level of comprehension do students need to have when they finish reading? (See the attached Bloom’s Taxonomy – p. 5.)

Level of understanding: \_\_\_\_\_ Learn New Content: Comprehension

- b. What do students need to do with the information while they read or after they read?

While: 2-Column notes/ CE Graphic Org/ C/C chart Tenant v. sharecropper

After: \_\_\_\_\_ Graphic Organizer: Key Concepts

- c. How will you structure the lesson for your students to maximize success?

MODEL ACTIVITY: (1) Vocab in context (2) notes for 1<sup>st</sup> section

SCAFFOLDED INSTRUCTION: \_\_\_\_\_ (1) Preview chapter together (Title, \_\_\_\_\_ timeline, Intro p. 350 Conclusion p. 373, Subtitle and Captions)

\_\_\_\_\_ (2) Summarize “Big Idea” before reading (3) Jigsaw reading

- d. What materials do you need to provide the students so they are successful?

\_\_\_\_\_ Guided Note Taking \_\_\_\_\_ BIG IDEA notes page

\_\_\_\_\_ Graphic Organizers (prior knowledge, vocab frame)

2. Ask Questions: What vocabulary might be a barrier?

What concept vocabulary do I need to pre-teach?: reconstruction, allegiance, compliance,  
radical, moderate, black codes, impeachment, suffrage, home rule

- a. Context Vocabulary examples:

\_\_\_\_\_ SCALAWAGS p. 357 \_\_\_\_\_ DIVERSIFYING p. 365 (model)

\_\_\_\_\_ CARPETBAGGERS p. 358

Teacher Planning