

**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: 348-375Unit Beginning Date: January 27, 2004 Ending Date: January 30, 2004Teacher: \_\_\_\_\_ 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