

Directions for the Lesson Plan

Dear Teachers,

While Mr. Lair is attending to family business, here is a lesson plan format that will outline your plans for your classroom, make it easy for Mr. Lair to understand as he assesses your work, and be in a format that will be teacher friendly for the grant web site. All lesson plans are to follow the prescribed format.

Keep in mind that one of the grant requirements is that the work you do will be shared with others. Therefore, directions must be complete. It will be helpful to have the lessons all in the same format. The template is in Word so that you can insert your information following the side headings, eliminating the directions. If you do not have Word on your computer, it is also provided as a pdf file. However, the pdf file can only be viewed and/or printed.

Once your Word document is complete, save it and send it by e-mail to **lairmike@hotmail.com**. Note: If you printed the pdf file and then completed it, then you will need to fax it to 660-646-7106 or mail it to Mike Lair, Project Director, Chillicothe High School, 2801 Hornet Road, Chillicothe, MO 64601.

Thank you,

History Project Committee

Lesson Title: On The Road To The 20th Century
Lesson Design by: Quentin Albrecht, Trenton R-IX,
11th grade, American History,
July 2005

Teaching Traditional American History Program

Funded by U.S. Department of Education

Mike Lair, Project Director

<http://www.chillihistoryproject.com/>

Lesson Overview: This lesson is a very flexible student-completed project and may be easily adapted in a variety of ways: done alone or in groups, completed in class or as homework, used as an assignment or unit assessment. Students are given a variety of general topics important to American history in the late 1800's. They must conduct research on those topics to determine major influences, developments, and happenings during the era. Following research, students must complete a project to share their information with others in the class. The project has basic component requirements: summary, famous people and places, timeline, visual aide, and terminology. The format and presentation are chosen by the student to allow for creativity and individuality. Some ideas are power point presentation, research report, poster, original game, etc.

Objectives: After completing this lesson the student will be able to:

*describe the historical development of the American society during the late 1800's.

*distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures, and economic systems during the late 1800's.

*determine causes, consequences and possible resolution of cultural conflicts occurring in the late 1800's.

*summarize the major social institutions (family, education, economy, religion, and government) during the late 1800's.

*develop a research plan and identify appropriate resources for investigation.

*Interpret maps, statistics, charts, and other alternative resources.

Materials: For their research students will need access to a wide variety of history resources: text books, internet, encyclopedias, biographical dictionaries. For the completed projects and presentations, needs will vary depending on chosen formats. Commonly used items are word processor, poster board, markers, scissors, glue, magazines for cutting out photos, construction paper.

Class Time: I like to assign this project and make it due in two weeks. We then work on it for about 15-20 minutes at a time at the end of several class periods. I also schedule two days for computer lab work.

Teacher Input: At the beginning of the class period, the instructor should give an overview of this project and each of the topics to be included. Handouts explaining the project should be distributed.

Activities:

1. We will discuss the students' existing knowledge about the time period by brainstorming as a group.
2. We will conduct research both in the classroom using available books and in the library/computer laboratories.
3. Students will take turns presenting their projects in the format of their choice.
4. We will discuss each project as a class and display some in the hallways throughout the school for others to enjoy.

Closure: After each presentation, the class will discuss each project.

Assessment: This project is worth a total of 100 points. I grade each required section independently taking neatness, grammar, punctuation, and content into consideration. These scores are added for a total out of 100. I list the corresponding percentage and letter grade. I also include comments. See attached scoring guide.

References: These will vary depending on what is available to you. On the handout that I use, I have included the appropriate page numbers from my classroom text, American Nation.

ON THE ROAD TO THE 20TH CENTURY
An American History Project on the Late 1800's

Project Topics

1. War in the West-End of a Lifestyle (pgs. 162-176)
2. Boom Time (pgs. 177-187)
3. Innovations (psg. 192-200)
4. Business and Labor (pgs. 201-215)
5. American Life (pgs. 220-239)
6. Dirty Politics (pgs. 246-265)

Project Contents: Each project should include all of the following requirements.

1. Topic Summary: Summarize your topic in a short essay. This essay should be a few paragraphs inlength. You should begin with a thesis statement. An outline might be helpful to organize your thoughts.
2. Famous Faces/Famous Places: Pick a few famous people or famous places (or both) from your research and briefly describe them. Pictures are a bonus.
3. Timeline: Create a timeline of significant happenings from your reading. These should tie into your topic.
4. Visual Aid: Create some type of visual aid to educate the viewer about your topic. Some ideas are graph, collage, mape, chart....
5. Key Terms: Make a vocabulary list and include definitions pertaining to your topic.
6. Constructed Response Questions: Create five to ten short answer questions about your topic. Include the answers.
7. Presentation: Be prepared to explain the parts of your project to classmates in a format of your choice.
8. Something Extra: As a bonus (for extra credit) throw in a little something extra.I Use your imagination and be creative.

Assessment: This project is worth 100 points. A scoring guide is attached.

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Name(s):

Block:

	PTS. POSSIBLE	PTS. EARNED
Timeline	15	_____
Summary	20	_____
Faces/Places	15	_____
Visual Aid	20	_____
Terms	10	_____
Presentation	5	_____
Constructed Response	15	_____
Something Extra		0 1 2 3 4 5 6
TOTAL	100	_____

PERCENTAGE _____ **LETTER** _____

COMMENTS: