

**LESSON PLAN NUMBER \_\_\_\_\_**

**Teacher Education Candidate**  
 Stephanie Prater  
 Amanda Hines

**Supervising Teacher**

**UWG Supervisor**

Judith Cox

**School** West Haralson Elementary **Date of Implemented Lesson Plan** \_\_\_\_\_

**Block No.** 2 **Subject:** Social Studies: Westward Expansion **Grade Level:** 4th

Teaching Skills Focus for This Lesson:  
 Providing Feedback and Reinforcement

Stage 1 The Desired Results	
<b>Standards</b>	<b>SS4H6 The student will explain westward expansion of America between 1801 and 1861.</b> a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
<b>Specific Learning Objective(s)</b>	Students will understand the events of the Westward Expansion
Stage 2 Assessment Evidence	
<b>Assessment Instrument (Ex. Test, Poster, Presentation, Picture, etc.)</b>	Students will be assessed by doing a presentation of group research
<b>Evaluation (Grading) Instrument (Ex. Point System, Rubric, Checklist, etc.)</b>	The student's presentation will be graded using a rubric
Stage 3 Learning Plans	
<b>Materials</b>	--Books --Chart Paper
<b><u>Sequence of Teacher Actions</u></b>  * <b><u>Attention-Getter/Motivator</u></b>  * <b><u>Tie to Previous Learning</u></b>  * <b>Significant Actions to Introduce and Guide Lesson</b>	--Introduce Westward Expansion using artifact bag  -- <a href="http://www.history.com/topics/westward-expansion">http://www.history.com/topics/westward-expansion</a>  --Give directions for group research assignment  --Put students into groups
<b><u>Sequence of Student Actions</u></b>  * <b>Explain How Students Are Engaged During Lesson</b>  * <b>Explain How Students Discuss or Present Results of What They Did During the Lesson</b>	--Work as group to research assigned topic  --Fill out chart paper  --Present research to class  --Complete notes page during presentations
<b><u>Teacher's Lesson Closure/Wrap-Up/Transition</u></b>	Discuss the notes page and summarize important facts and details of the events to be sure students have them
<b><u>Adaptations for Exceptional Students (Anyone who requires modifications for their needs)</u></b>	Allow hearing impaired students time away from the class to complete notes page using all of the groups' chart papers
<b><u>Related Activities/Extensions (What can students do who need more than is in the lesson? Should be related to lesson.)</u></b>	<b>SS4G1 The student will be able to locate important physical and man-made features in the United States.</b> a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes. b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

	Students will be given a map and will draw the routes of Lewis and Clark, Louisiana Purchase, etc. Students' map will include physical and man-made features laid out for them to become familiar with as they add the Westward Expansion. A map test will be given on these features at a later date.
<b><u>Connections to Other Disciplines</u></b>	<b>ELA4W3 The student uses research and technology to support writing.</b>