

<b>Subject:</b> Am. History 1	<b>Date:</b> 10/21/2010
<b>Teacher:</b> Mr. Mac	<b>Length of Lesson:</b> 60 minutes

<b>Lesson Objective</b>	<b>Content Standard</b>
Students will be taught the role of higher education during the period of progressivism. How Jim Crow laws effected blacks and they will also learn the importance of Plessy v. Ferguson.	6.3.1, 6.3.2

<b>Time</b>	<b>Lesson Element</b>	<b>Instructional Outline</b>
10	<b>Warm-up</b>	Pg 334 teachers guide bell-ringer
50-60	<b>Instructional Activities</b>	Notes 11-1, 11-3. (10-15). Jim Crow voting exercise (20-25). Literacy Test / Poll taxes (10-15). Plessy v. Ferguson groups (what was being argued, what was decided, what was the dissenting opinion?) (20-25)
1	<b>Assessment</b>	MW
	<b>Closure/Review Techniques</b>	
<b>Homework/Individual Practice</b>		Key Terms/PEP due Monday 10/25. Keep working on assessment project.
<b>Materials Needed / Resources</b>		110 fill-in notes (11-1 & 11-2). 30 sheets pg 129 teachers resource book, 7 packets on Plessy. 4 orange armbands, ballot box, 115 ballots, 30 \$2 bills for poll tax, 20 literacy tests.
<b>Differentiation / Accommodation Strategies</b>		6 completed notes.
<b>Self Reflection:</b> Did not have time for Plessy as the voting exercise took much longer than expected. The voting exercise went very well. My “oppressed” students took their roles seriously and reacted in different ways when I popped my surprise intimidation on them as they approached the ballot box. Class was taken aback and good conversations resulted from the exercise – definitely do again!		

