Laarman Lesson Plan

Class: U.S. History Unit: American Freedom Standards: B.12.3, B.12.5, B.12.18, B.12.13

Topic: Introduction to the New Unit Date: 1/23/17

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| **Materials, Prep** | American Freedom multimedia |
| **Anticipatory Set**  **-connection, motivation, relevance** | * If you had to pick one word for America and its values, what would it be? * Example of freedom’s centerpiece in American life: mentioned 16 times in President Obama’s 2nd inaugural address |
| **Procedure** | 1. Return papers 2. Review exams 3. Introduce idea for second semester project 4. Introduction to American Freedom unit    1. Media montage of freedom images and sounds    2. Discussion: the relationship of freedom with previous units    3. Walk the Line activity       1. Freedom or equality?       2. Freedom or security?       3. Freedom or responsibility?       4. Unions a threat to or friend of liberty?       5. Government action a danger to provider of freedom? 5. Discussion: Freedom is perhaps the word and idea that we hold most dear in America, and developing our ideas about what it means and what makes it a reality is essential to being a citizen in the U.S. It is also one of the most over-used words in America and is used to sell political ideas, candidates, and products, so we must be able to think critically about it. |

Topic: Definitions and Conceptions of Freedom Date: 1/24/17

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| **Materials, Prep** | American Freedom multimedia |
| **Anticipatory Set**  **-connection, motivation, relevance** | 1. Important truths about freedom    1. It means different things to different people       1. When I talk about freedom, I may be thinking of something totally different from you       2. That’s why it’s important that when others talk of freedom, especially politicians, you understand what they mean by freedom and how it aligns with your definition    2. Whether or not certain conditions, policies, and practices enhance freedom is often a matter of perspective       1. Example: some countries have fewer rules, regulations, and restrictions on business practices. Are they freer?          1. Business owners may think so          2. Workers who labor in abusive, hazardous factories for $40 a month may not think so          3. Affordable Care Act    3. The idea and definition of freedom is not static; it has changed throughout the course of history and continues to do so   2. Small group activity: what does it mean to be free? Come up with a list.  3. Review results of yesterday’s Walk the Line and discuss what it reveals about attitudes towards freedom |
| **Procedure** | 1. Multimedia: Freedom definitions 2. Small groups report result of ideas of freedom, items placed in categories |

Topic: The Birth of American Freedom: Colonial Era Date: 1/25/17

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| **Anticipatory Set**  **-connection, motivation, relevance** | 1. Smartboard review: 1st two pages  2. What drew so many Europeans to America? What do you think freedom meant to them? |
| **Procedure** | Multimedia for student notes: freedom in the colonial era |

Topic: The American Revolution Date: 1/26/17

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| **Objective** | Students will understand the causes of the unrest that led to the American Revolution. |
| **Anticipatory Set**  **-connection, motivation, relevance** | 1. How do you think the colonial concept of freedom led Americans to fight for independence? 2. Socratic dialogue: what was the Revolution like? |
| **Homework** | Read 2.1 and complete #8 on p.61; Read 2.2 and complete the Section 2 Review (p. 73) |

Topic: The American Revolution Date: 1/27/17

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| **Materials, Prep** | American Freedom PowerPoint |
| **Objective** | Students will explain why the colonists were able to win the War for Independence |
| **Anticipatory Set**  **-connection, motivation, relevance** | 1. What were the law that angered the colonists? What was the British perspective of those laws? 2. Was it just about not wanting to pay taxes, or wanting to continue smuggling? What was it really about? 3. If you were a casual observer before the war started, who would you predict would win?  * Keep in mind that the key to victory was to win the hearts and minds of the people * Generate a list of advantages each side had |
| **Procedure** | Multimedia for student notes: winning the war |
| **Homework** | Prepare for Revolutionary War quiz Monday |